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ABSTRACT

This unit instructs kindergarten students and their parents to recognize safe and unsafe toys and games. Objectives for parents are to identify sources of information which help consumers make wise decisions regarding toys and games and analyze factors that make a toy safe or unsafe. Objectives for students include choosing a safe toy/game from a group and telling why the choice they made is safe. Activities for parents include listening to speakers on product safety, viewing a product safety filmstrip, cutting out pictures of safe toys for use with students, and role playing situations in which children want toys unsafe for them. A parents' pre- and posttest is also included. Students analyze safety factors of toys and games shown on an overhead projector, label pictures of toys, play a hopskotch game illustrated with both safe and unsafe toys, listen to "Curious George Rides a Bike," prepare puppet shows, and dictate stories. Reproducible worksheets and pre- and posttests, directions for constructing games, and student record sheets are included. (KC)

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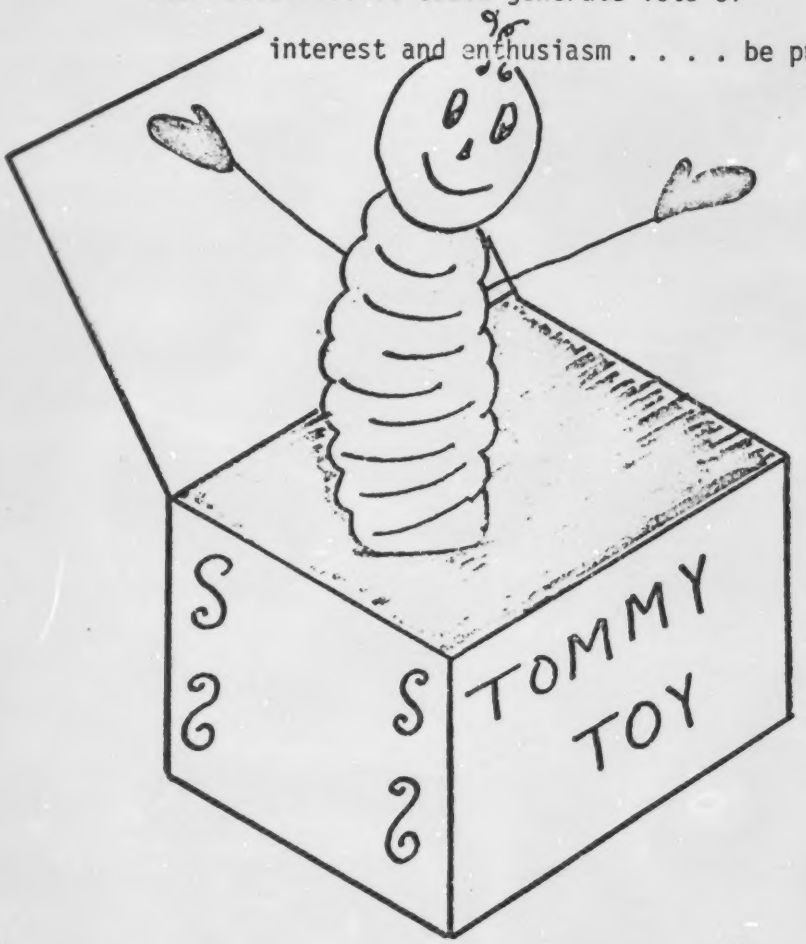
# TAMMY AND TOMMY TOY - TOY SAFETY CAPSULE

## PARENTS' CAPSULE . . . .

Although this parent capsule seems brief on paper . . .

LOOK OUT..... it could generate lots of

interest and enthusiasm . . . . be prepared!




Sarah M. McMillin

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

# PACKAGE RESUME FORM

**Publication Date** December, 1978 **Level/Subject** Kindergarten

**Title** Tammy and Tommy Toy - Toy Safety (Student and Parent Capsules)

**Author** Sarah M. McMillin

**Abstract** TAMMY AND TOMMY TOY, toy safety capsules are Teacher's Guides which are for kindergarten students and their parents. There are three major objectives for kindergarten students and three major objectives for parents. Objectives for the parent capsule include identifying sources of information on toy safety, recognizing safe and unsafe toys and games and analyzing factors that make a toy safe/unsafe. Student objectives include recognizing safe toys and games, choosing safe toys, and telling why a toy is safe/unsafe. Since the two capsules are so inter-related, it seems entirely appropriate that both capsules become two parts of a whole and both be taught simultaneously. However, each capsule may be taught independently of the other.

Decision making is emphasized on both student and parent levels. Materials are readily available and most can be made by the teacher. Listed in the capsule are consumer organizations which are supportive of instructing parents with planned programs on toy safety. This dual capsule is readily transportable for any district, large or small!

# TAMMY AND TOMMY TOY - SAFETY CAPSULE

## GENERAL INTRODUCTION

TAMMY AND TOMMY TOY, a toy safety capsule, is two-fold in design. It is designed to meet the needs of both kindergarten students and their parents in relating to the wide and wonderful world of toy and game safety. Students and parents alike need to be reminded that, while some toys are safe for certain age groups or under proper supervision, many are not appropriate or safe for five year old students!

There are three major objectives for kindergarten students and three major objectives for parents. Since the two are so interrelated, it seems entirely appropriate that both capsules become two parts of a whole and that both be taught simultaneously. The plan is that kindergarten students will spend twenty to thirty minutes daily for two weeks, and parents will spend either one or two afternoons or evenings, whichever is appropriate to the community. While it would probably be much more effective to use both capsules simultaneously, it should be stressed that either capsule can be used independently of the other. It is suggested that the prime time of year to teach this capsule to both students and parents is the Christmas buying season or shortly before buying time begins.

Decision-making is emphasized on both student and parent levels. Basic concepts related to those decisions about toy safety will be directed to toy advertisements and current consumer articles. Interest should be aroused in students first, with frequent notes to parents announcing "parent" time to learn.

OBJECTIVES FOR PARENTS' CAPSULE

Upon completion of this capsule, the parent of the kindergarten student will be able to:

- identify resources of information, including consumer protection agencies, which help consumers make wise decisions regarding toys and games.
- recognize safe and unsafe toys and games.
- analyze factors that may make a toy safe or unsafe.

OBJECTIVES FOR STUDENTS' CAPSULE

Upon completion of this capsule, the student will be able to:

- recognize safe toys and games.
- choose a safe toy/game from a group of toy/games.
- tell why the choice of the game/toy they made is safe.

RECOMMENDATIONS FOR TEACHING

1. Make the sessions for both parents and students fun! Get both student and parent actively involved in activities.
2. Choose the correct season for teaching these capsules. The Christmas season is obviously the most motivating time to teach this capsule.
3. Let your imagination run wild in adding to the activities suggested for each objective!

4. Adapt the capsules to the community with which you work! Help the parents to know that they are going to be learning <u>with</u> their children!
5. Enlist the help of sixth grade students or older as aides for the thirty minute periods with the students. Parent aides can help if students are not available. INDIVIDUALIZE!!!

# STOP !

Before you begin this capsule, you will need to have these materials available for parents to use.

copies of pre- and post-tests (see pp. 9-10, 12-13)

pencils

speaker from Consumer Product Safety Commission (You will need to make these arrangements at least a month before beginning the capsule.)

magazines, newspapers, catalogs

scissors

glue

construction paper

copies of role-playing situations (see p.8)

filmstrip projector

cassette player

filmstrip/cassette , "Product Safety". Part of the series Modern Consumer Education Supplement One. Published by Grolier Educational Corporation. 845 Third Ave. New York, New York 10022

## USING THE PRE- AND POST-TESTS

The pre- and post-tests for Tammy and Tommy Toy Parent's Capsule are designed to let parents see what they have learned during the meeting time(s). The pre-test, "What Do I Know?" should be administered during the first few minutes of the first meeting. The post-test, "What Did I Learn?" should be given during the last few minutes of the last meeting.

Both of the assessments and their keys are located at the end of the capsule.

INTRODUCTION TO PARENTS

Section I will be devoted to acquainting parents with government agencies and other organizations which protect consumers against unsafe toys and games. Parents will also recognize where to find information on safe toys and games and how to view advertisements. critically. An important part of the parents' capsule will be the choice of safe toys and games for their children. It is hoped that if parents are more informed as consumers that they will also teach their children about safety and appropriateness of toys and games for a particular age. There will be only one section for parents.

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OBJECTIVE # 1

The parent of the kindergarten student will be able to identify resources of information, including consumer protection agencies, which help consumers make wise decisions regarding toys and games.

ACTIVITIES for Objective # 1

1. Invite speaker from Kansas City Area of Consumer Product Safety.

   Suite 1500 Traders National Bank Building
   1125 Grand Avenue
   Kansas City, Missouri 64106 816-374-2034

   or

   from your area.

   (Note: This speaker will present product safety)

2. Examine newspapers, catalogs and magazines together or in small groups. Locate ads and articles that indicate protection for students. (See attached Penney example.)

OBJECTIVE # 2

Upon completion of this capsule, the parent of the kindergarten student will be able to recognize safe and unsafe toys and games.

ACTIVITIES for Objective # 2

1. Present "Product Safety" filmstrip and cassette from Modern Consumer set. Discuss.
2. Find magazine or catalog pictures of toys that are safe for five year olds. Cut them out and mount them on construction paper for use with the students. This may be a group activity and will help parents feel that they are involved in the learning process of their children.

OBJECTIVE # 3

Upon completion of this capsule, the parent of the kindergarten student will be able to analyze factors that may make a toy safe or unsafe.

ACTIVITY for OBJECTIVE # 3

Role play situations in which parents take roles of a parent or student indicating desires for safe or unsafe toys/games. You will need to have parents divide into groups. Give each group a situation to act out. Each group will have ten minutes to decide what they will do. After each group has made its presentation, you might want to have parents discuss some things that they saw that would be helpful to them. Below are some sample situations. You may wish to make up others of your own.

a. Joseph, who is 5, wants a 10 speed bike for his birthday He argues that his friend Mike, who is also 5, has one. As a parent, you must help Joseph understand why a 10 speed is an unsafe toy for a five year old.

b. Uncle Bud sent Freddie a dart board and darts for Christmas. Freddie is five years old. His mother explains to him why she is putting the darts away. Freddie does not want to put it away.

c. You are in the store with your child. He sees a robot which fires small darts. The age level on the box says that it is for children ages 8 - 12. The parent explains why he cannot have the toy. The child responds that he will be very careful with it.

The above can all be done in one session, either afternoon or evening, but if interest is high, two sessions of about 90 minutes each is recommended. The time for this capsule's <u>prime value</u> is before the holiday season (approximately October).

KEY

WHAT DO I KNOW?

PARENT'S CAPSULE

Put a ✓ on the line to the left by the toys listed below which would be safe for a five year old.

| | | |
|---|---|---|
| ____ | bow and arrow | 1,2 |
| ✓ | ball | ____ |
| ✓ | toy truck | ____ |
| ____ | bicycle | 3 |
| ____ | dart board | 1,2 |
| ____ | cap pistol | 4,5 |
| ✓ | building blocks | ____ |
| ____ | bb gun | 2 |

Below are some factors which might make toys unsafe. Beside each of the toys that you did not check (✓) above, write the number of the reason that it is unsafe. These reasons may be used more than once. The toys themselves may have more than one reason for being unsafe.

1. The toy has sharp points that may injure children.
2. The toy has projectiles that may injure children.
3. Five year olds may not be physically developed enough to use this toy.
4. The toy makes noise that may be so loud that it injures ears.
5. The toy may burn children.

Put a √ by those sources which may provide information on choosing safe toys for your child.

- ✓ U.S. Consumer Product Safety Commission
- ✓ magazines
- ___ Saturday morning toy ads on tv
- ✓ catalogs
- ✓ newspapers
- ✓ toy packages
- ✓ Better Business Bureau
- ✓ Changing Times
- ✓ Consumer Reports

KEY

POST-TEST

PARENT'S CAPSULE

1. c
2. d
3. b
4. a
5. d

# APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

WHAT DO I KNOW?

PARENT'S CAPSULE

Put a ✓ on the line to the left by the toys listed below which would be safe for a five year old.

| | |
|---|---|
| _____ bow and arrow | _____ |
| _____ ball | _____ |
| _____ toy truck | _____ |
| _____ bicycle | _____ |
| _____ dart board | _____ |
| _____ cap pistol | _____ |
| _____ building blocks | _____ |
| _____ bb gun | _____ |

Below are some factors which might make toys unsafe. Beside each of the toys that you did <u>not</u> check (✓) above, write the number of the reason that it is unsafe. These reasons may be used more than once. The toys themselves may have more than one reason for being unsafe.

1. The toy has sharp points that may injure children.
2. The toy has projectiles that may injure children.
3. Five year olds may not be physically developed enough to use this toy.
4. The toy makes noise that may be so loud that it injures ears.
5. The toy may burn children.

Put a ✓ by those sources which may provide information on choosing safe toys for your child.

_____ U.S. Consumer Product Safety Commission

_____ magazines

_____ Saturday morning toy ads on tv

_____ catalogs

_____ newspapers

_____ toy packages

_____ Better Business Bureau

_____ Changing Times

_____ Consumer Reports

WHAT DID I LEARN?

PARENT'S CAPSULE

Complete the statements below by circling the letter(s) of the correct answer. There may be more than one correct answer for each question.

1. Which one(s) of the following is not a source of information on choosing safe toys?
   a. magazines
   b. toy packages
   c. Saturday morning toy ads on tv
   d. U.S. Consumer Product Safety Commission
2. Which one(s) of the following is a safe choice for a five year old.
   a. doll that uses pills to make a diaper rash
   b. lawn darts
   c. bb gun
   d. puzzle
3. Why is a pogo stick an unsafe toy for a five year old?
   a. The toy has projectiles that may injure children.
   b. Five year olds may not be physically developed enough to use this toy without injury.
   c. The toy makes loud noises that may injure ears.
   d. The toy may injure children.
4. Which one(s) of the following is not a safe toy for a five year old?
   a. bow and arrow
   b. building blocks
   c. toy truck
   d. ball

5. Why is a cap gun an unsafe toy for a five year old?

   a. The toy has sharp points that may injure a child.

   b. Five year olds may not be physically developed enough to use this toy.

   c. The toy might pinch fingers.

   d. The toy makes noise that may be so loud that it injures ears.

BEST COPY AVAILABLE

# How do you choose a toy for a child you love? JCPenney has a service to help: CONSUMER INFORMATION ABOUT TOYS

Playing is a form of learning, and toys are important learning tools. Children need good tools to help them make the most of their play, just as adults need good tools for whatever kind of work they do. Through play, children develop an understanding of the world around them. They learn to express their ideas about the people, things, and events in their lives.

Toys are such an important part of a child's development that they should be chosen carefully. With the number of toys on the market, this is often difficult. Whether you are a parent, relative, or friend, you may feel that you would like more information about how toys help children to grow and what to look for in buying toys.

The information about toys on this page has been developed by a panel of child-guidance authorities, in cooperation with our Consumer Affairs Department.

The symbol (CI) appears on many of the toy pages in the catalog. It stands for Consumer Information and is part of a box that frames more specific information about various kinds of toys. This information also comes from our panel. Its purpose is not to tell you what toys to buy, but to help you learn more about how and why to buy them.

## WHY CHILDREN NEED TOYS

On their way to becoming adults, children need to grow not just physically, but they also need to grow mentally, creatively, and socially. Toys should help children to grow in one or more of these four different ways . . .

**1. Physical**
- exercise the large and small muscles
- develop physical skills and coordination

**2. Mental**
- help the child to deal with language, numbers, and other kinds of information
- develop the ability to solve problems

**3. Creative**
- encourage the child to be imaginative and inventive
- provide an opportunity for self-expression

**4. Social**
- give the child practice in getting along with people
- help develop communication skills

## WHAT TO LOOK FOR IN A TOY

A good toy should . . .

**1.** Be enjoyable, so the child will want to play with it.

**2.** Be safe, well-made, and durable.

**3.** Be interesting enough for the child to return to it.

**4.** Be usable in a variety of ways or for a variety of purposes, instead of limiting the child to just one kind of play.

**5.** Actually do what it claims to do and what the child expects of it.

**6.** Actively involve the child, not just in acting as a spectator, but in actually using the toy.

**7.** Help provide an understanding of the everyday world.

**8.** Challenge, but not frustrate.

**9.** Help to build a positive self-image for the child.

**10.** Be the best buy for the money in the long run.

**11.** Be appropriate to the child's stage of growth and development, rather than just the child's age.

**12.** Suit the child's own interests, preferences, and abilities.

## HELPING CHILDREN GET THE MOST OUT OF TOYS

**1.** Play briefly with the child to spark interest in a new toy or to rekindle interest in an older toy.

**2.** Be sure the play situation is a safe one by setting rules and limits that the child understands. Check on how things are going as often as necessary.

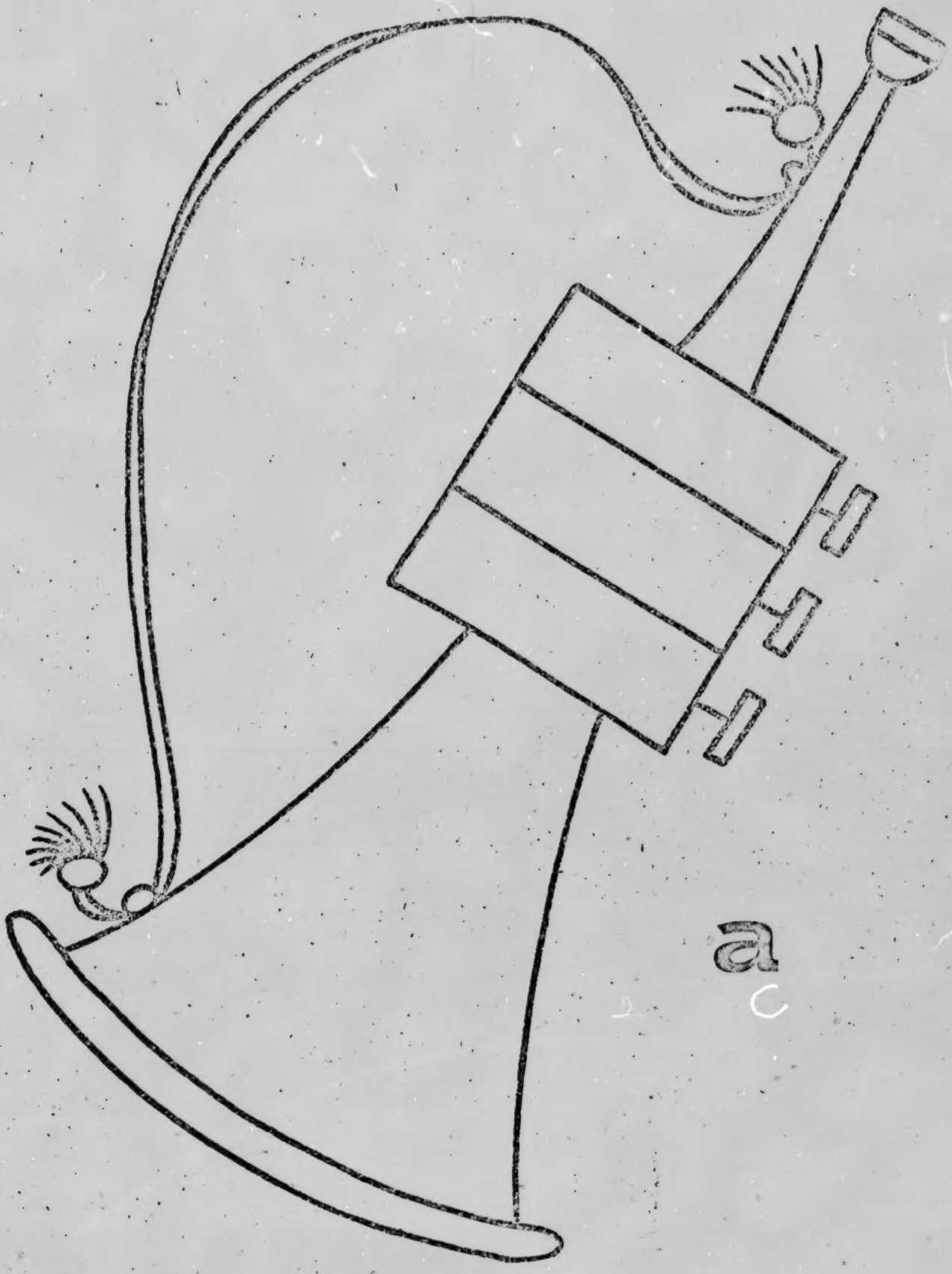
**3.** Avoid overwhelming the child with too many toys at once. This can lead to loss of interest in any toy. Put some of the toys away and bring them out later to keep the child's enthusiasm high.

**4.** Provide the kind of storage that makes it easy and safe to find toys and put them away again. Shelves and small boxes are often better than large toy chests and are especially helpful in keeping the parts of toys together.

**5.** Repair broken toys promptly, to extend the life of the toy and prevent accidents to the child.

## AND A FINAL NOTE

Gifts of toys should be a part of, rather than a substitute for, the gift of yourself. Giving the child time and attention can make finding suitable toys much easier. Listening and observing, along with a good measure of common sense, are good ways of finding out what the child needs and wants. Those are the things that make you the best judge of what toys to buy.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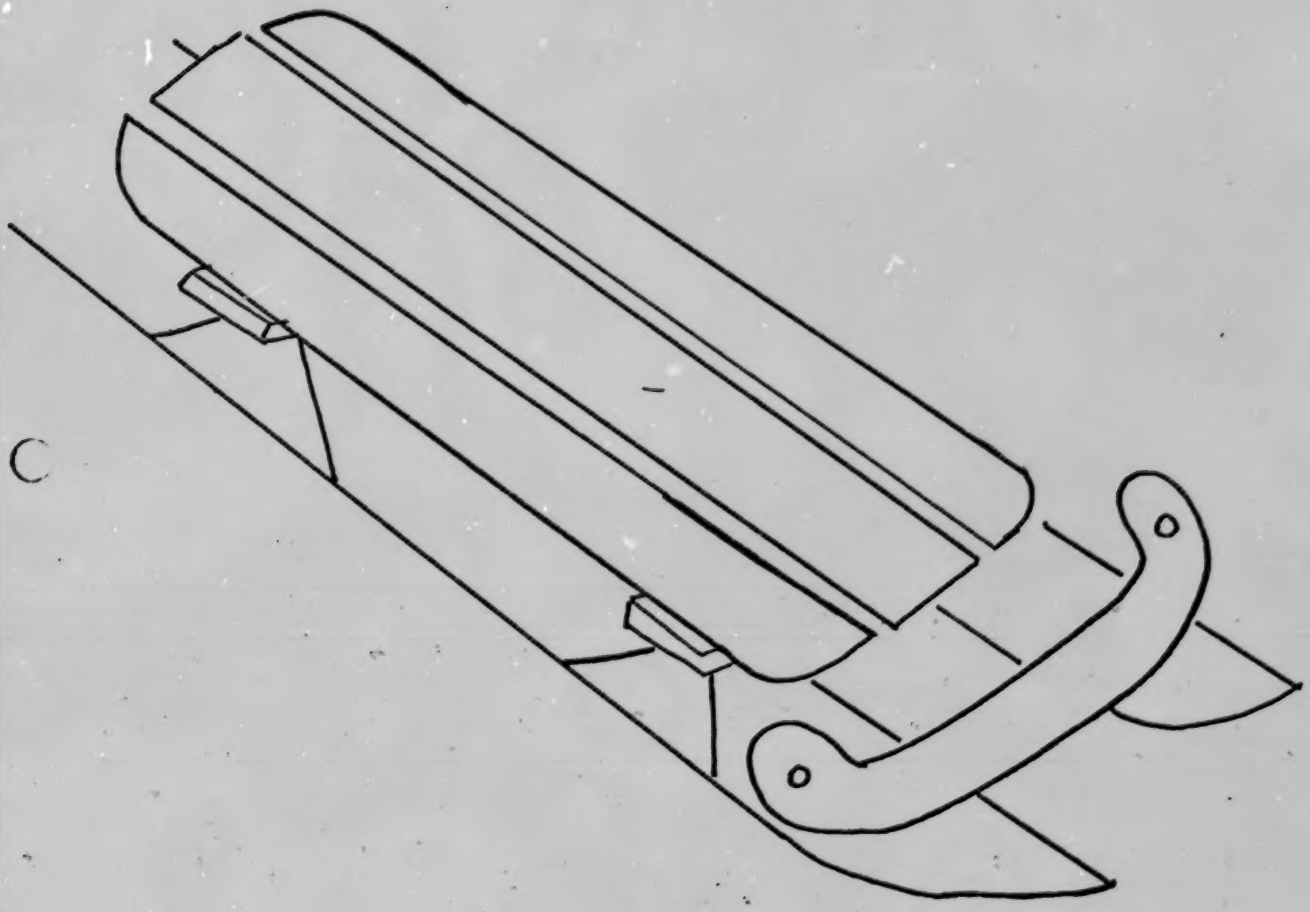

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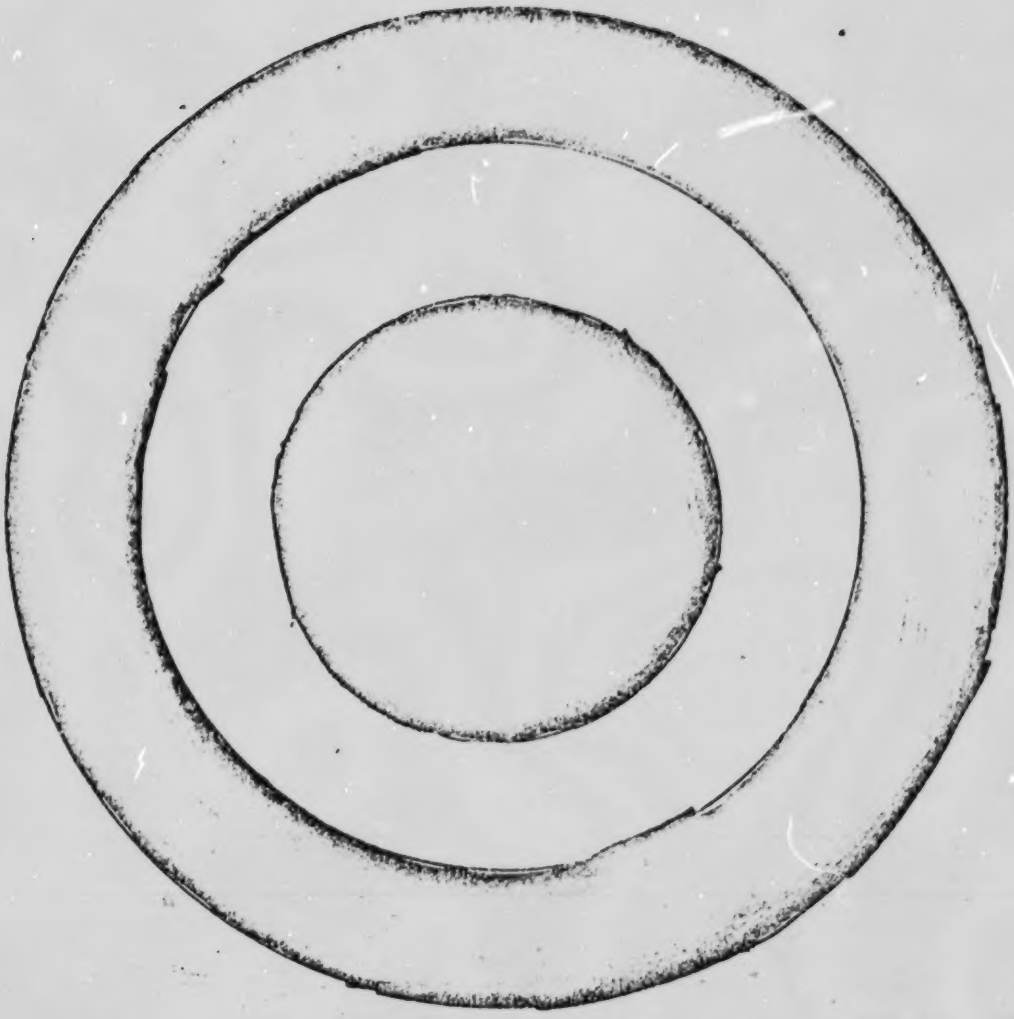

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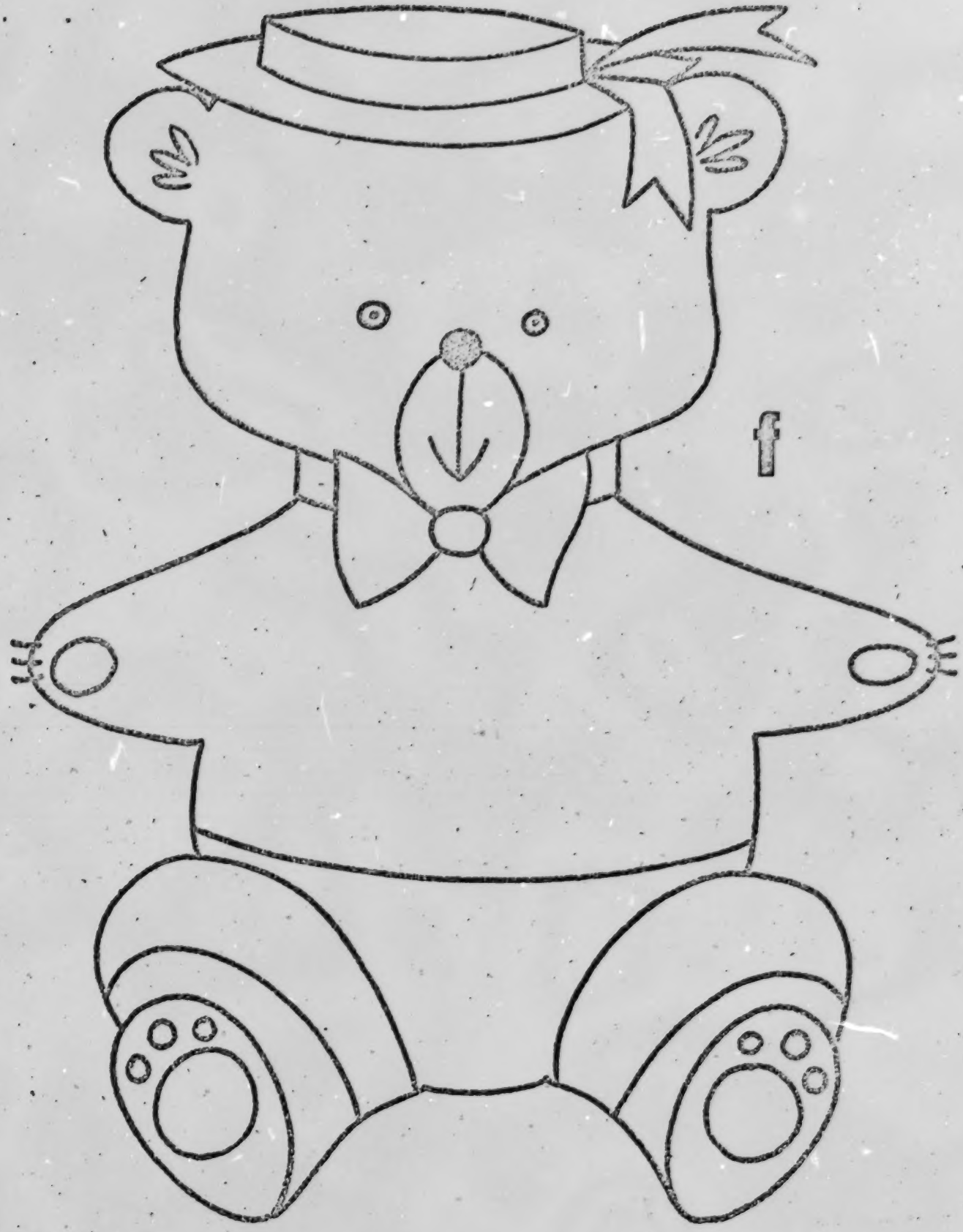

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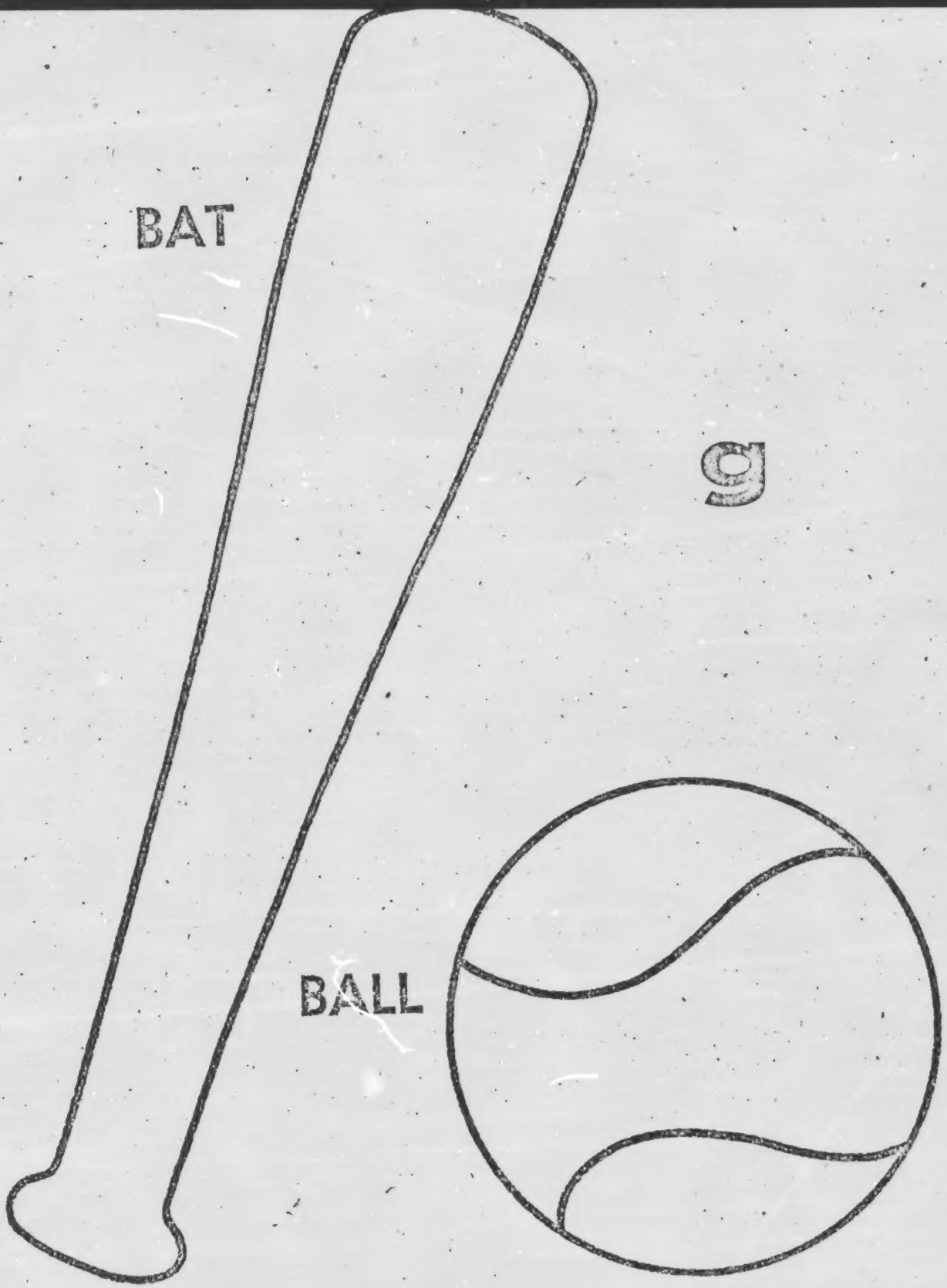
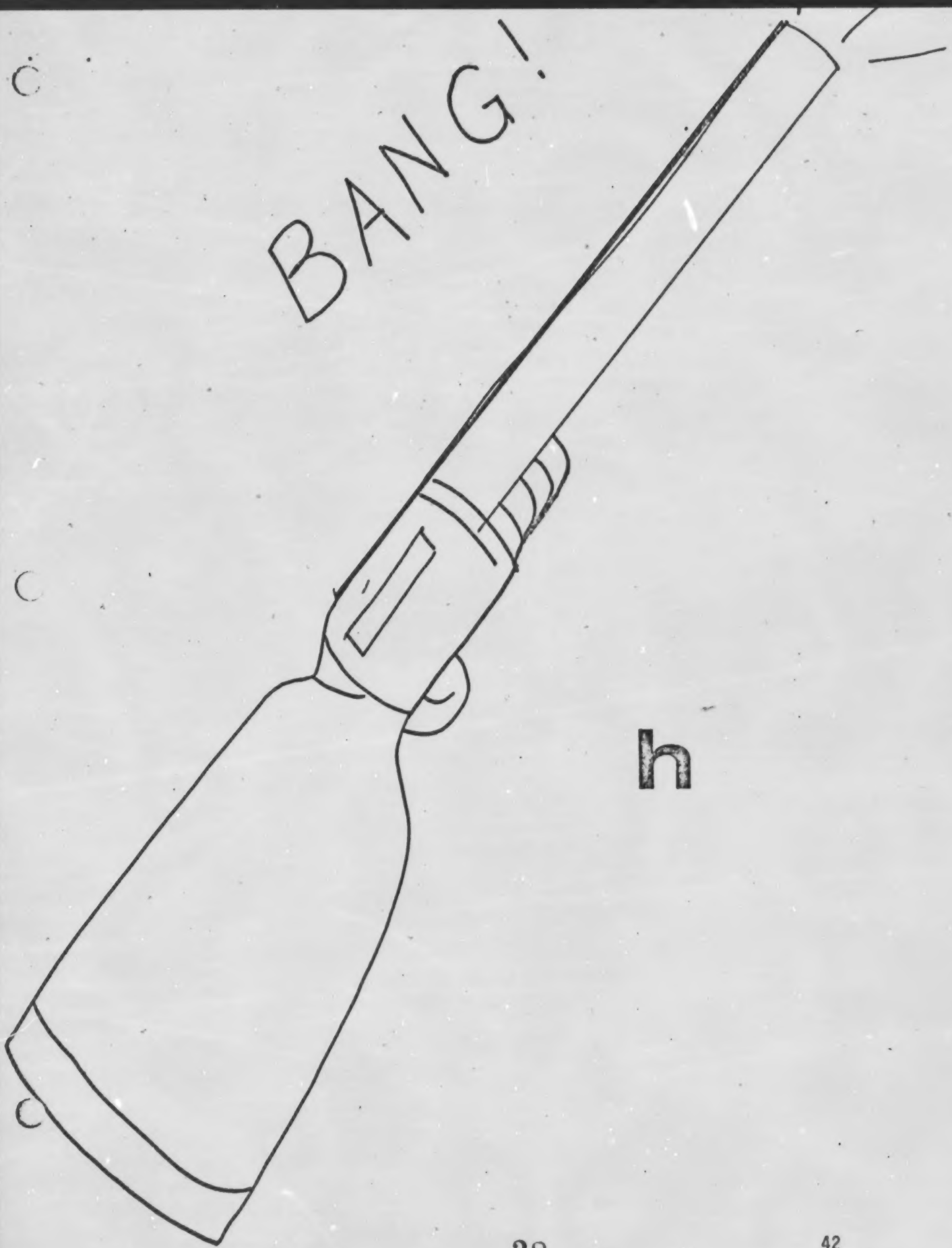
g



BALL

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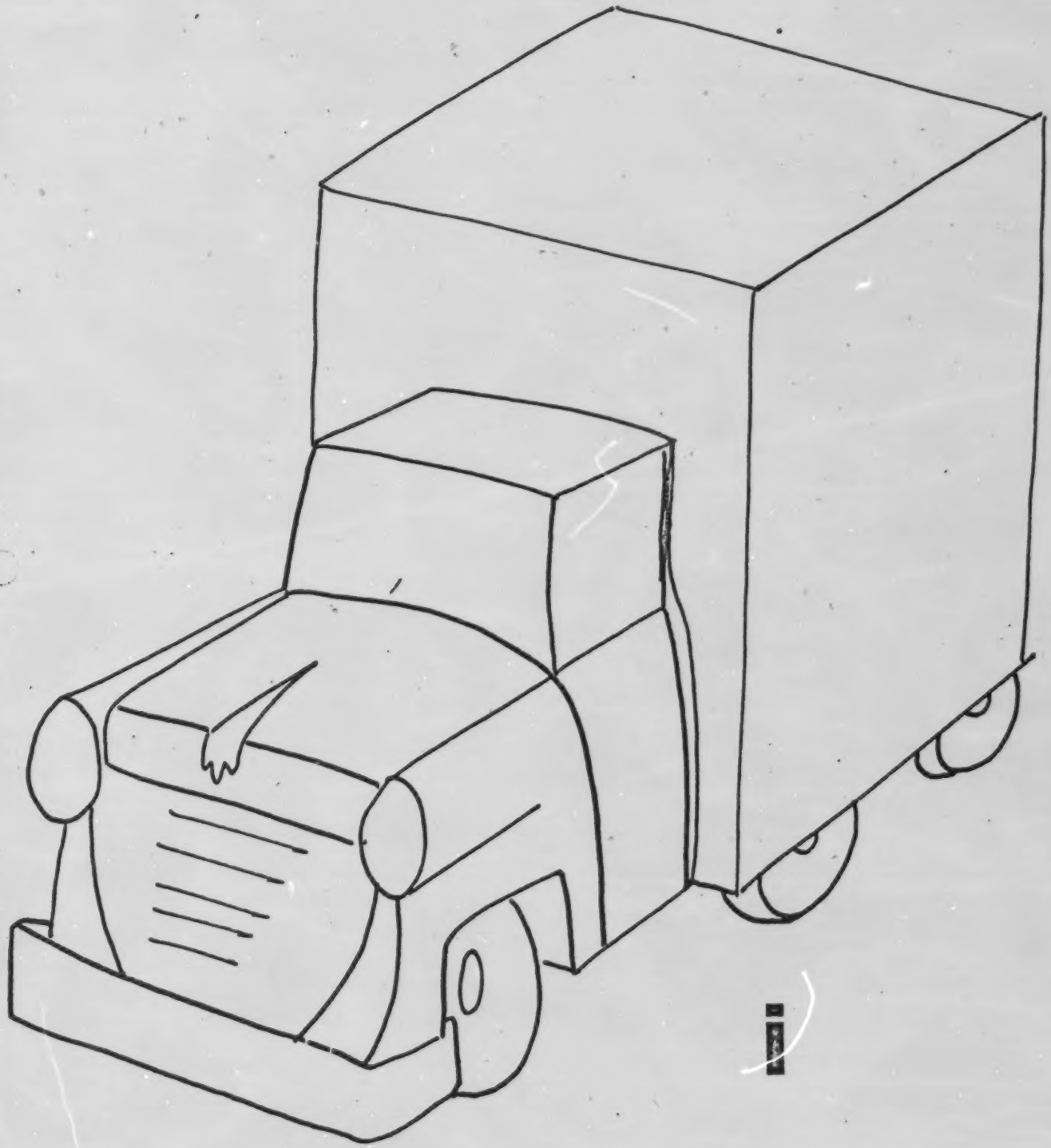
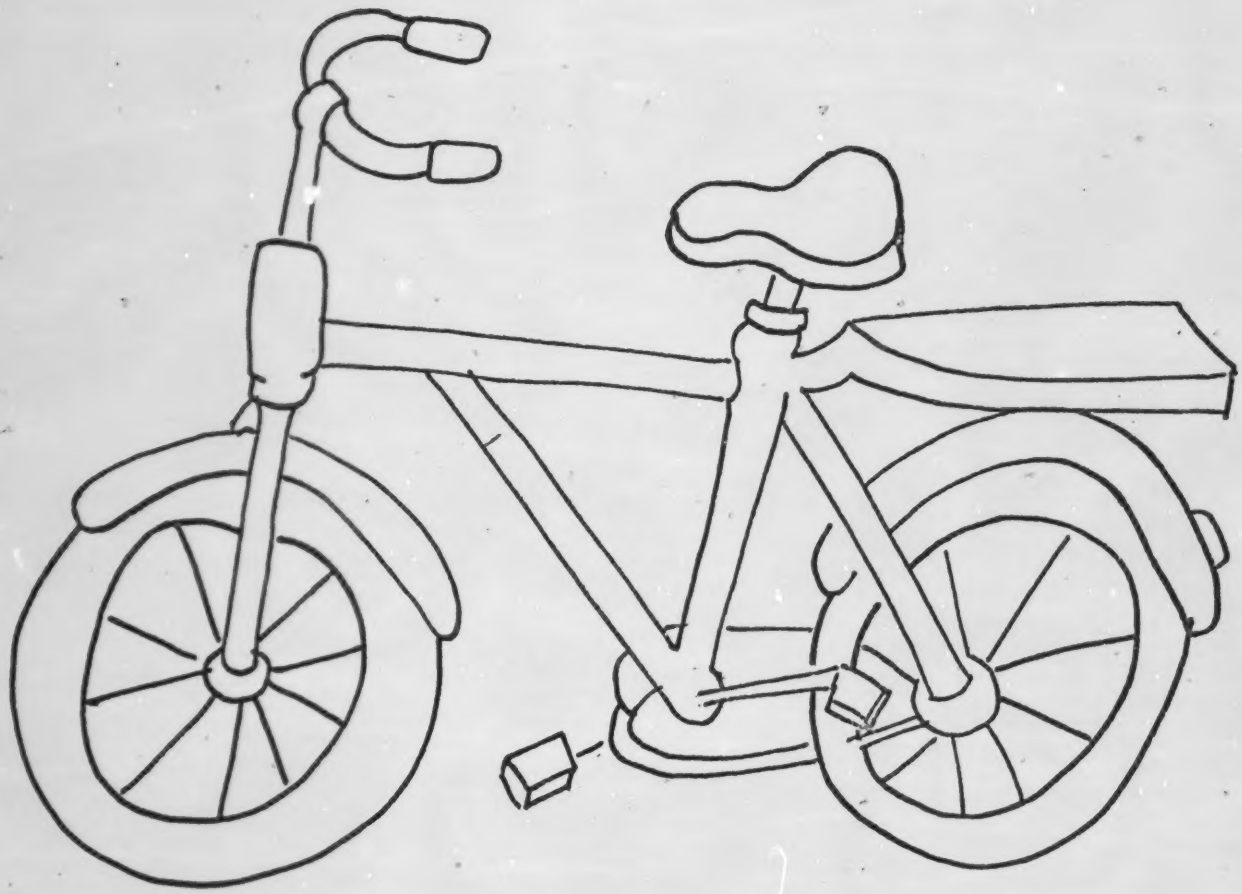


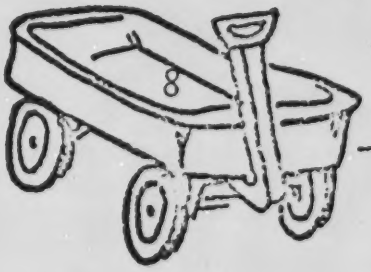


j

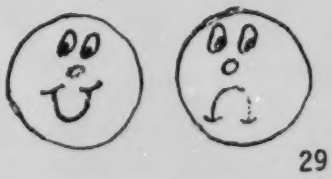
# TOY TIME FUN

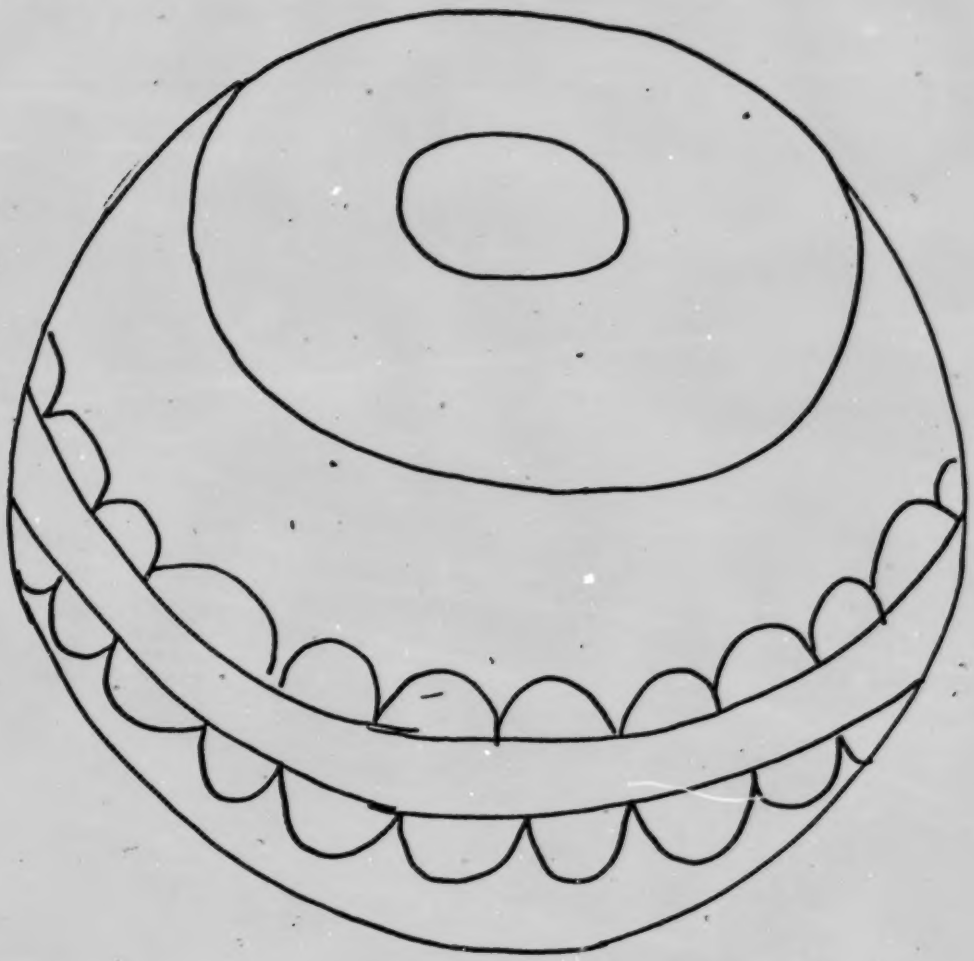
NAME THE TOY. BESIDE THE PICTURE WRITE THE LETTER OF THE SOUND YOU HEAR AT THE BEGINNING OF THE WORD. COLOR . . .

M BROWN O
T GREEN O
J PURPLE O
D ORANGE O
W RED O
H BLUE O
B PINK O
S YELLOW O



DOLL





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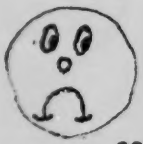
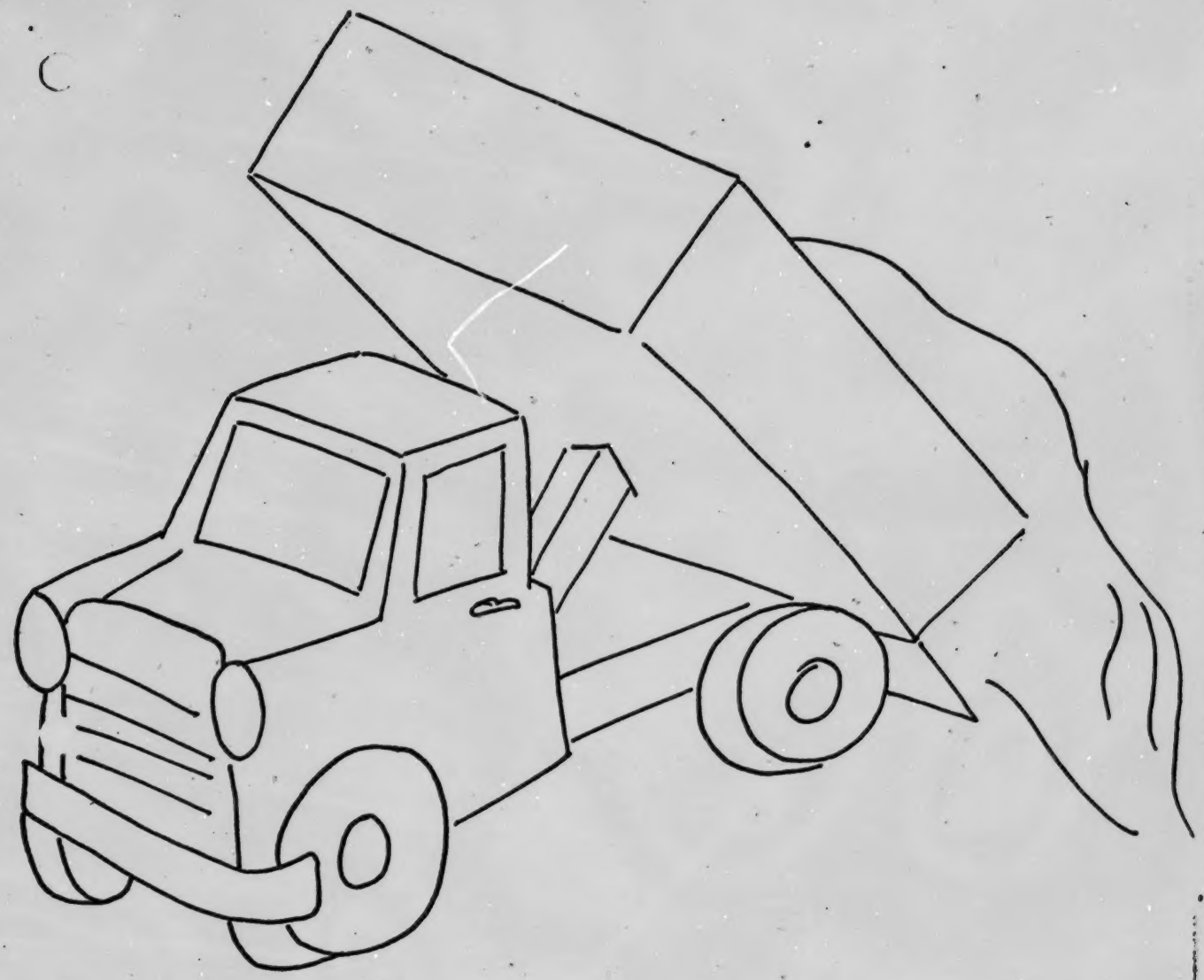
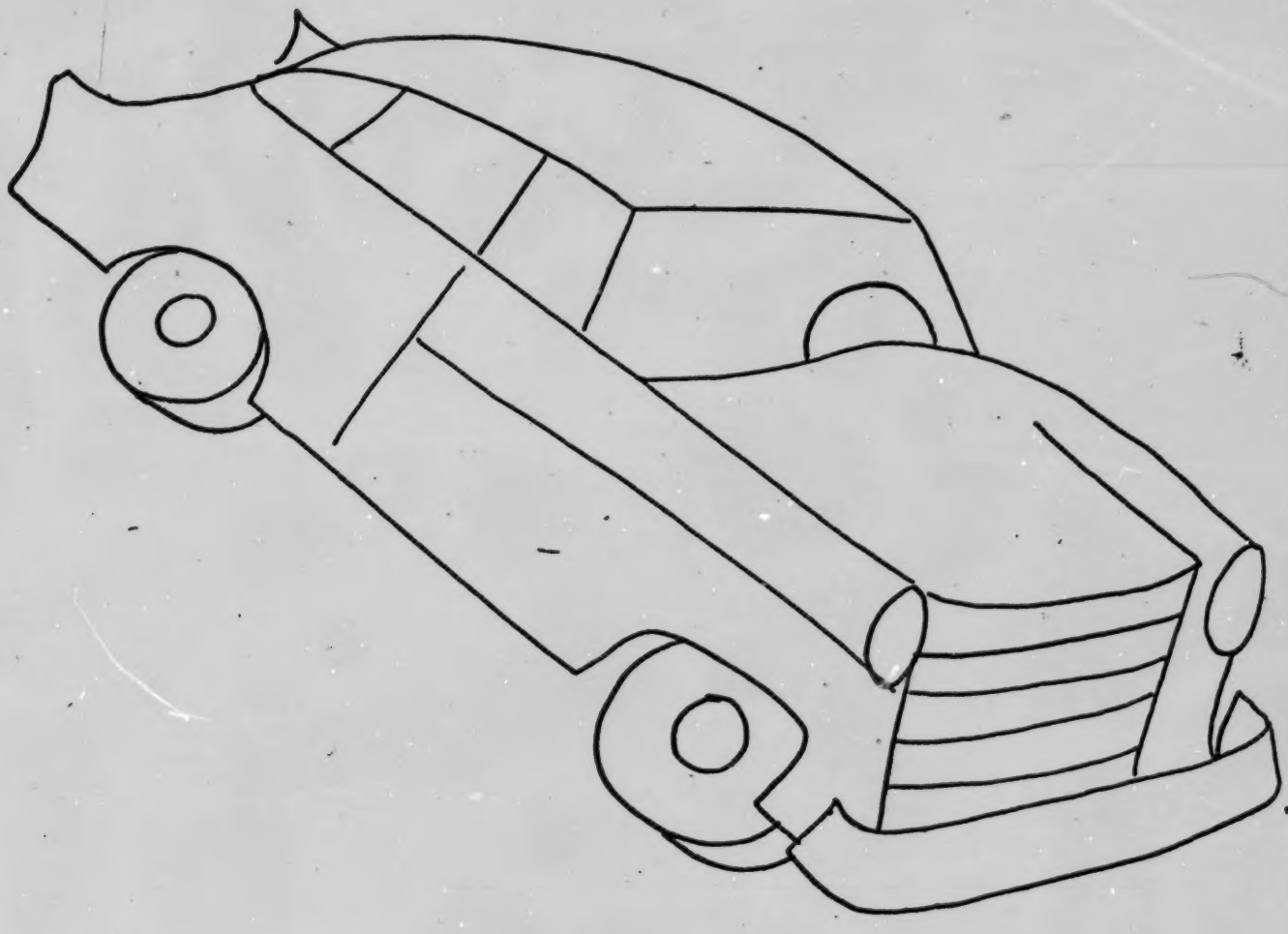




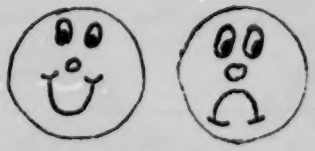
TRUCK

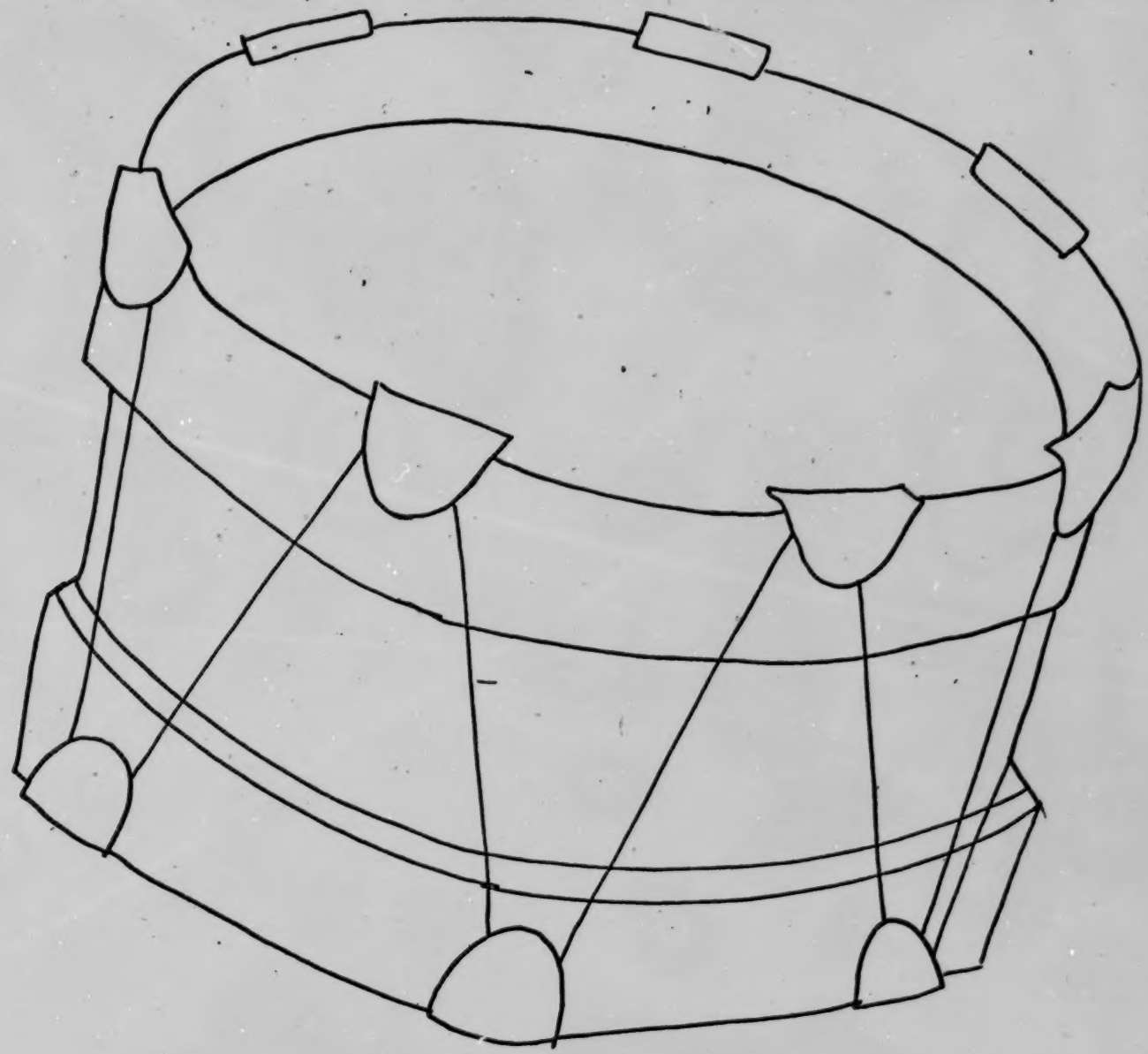
TRUCK



CAR

C A R





DRUM

DRUM

# Record Sheet (For teacher use.)

Name _____ Date _____

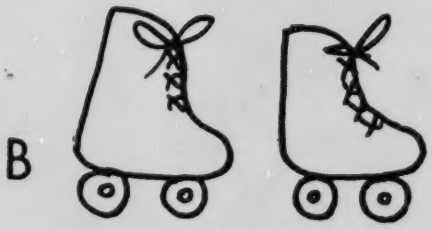
## Pre-Test

| | | Reason | |
|---|---|---|---|
| a | b | | No sharp edges to get hurt on |
| c | d | | Made for 5 year olds. Pogo sticks are for older children. |
| e | f | | No sharp edges to get hurt on |
| g | h | | No loud sounds that may damage ears |
| i | j | | Made for 5 year olds. Bikes are for older children. Child may fall off a bike. |

## Post-Test

| | | Reason | |
|---|---|---|---|
| A | B | | Made for 5 year olds. Skates aren't. May fall off. |
| C | D | | No sharp edges |
| E | F | | No sharp edges |
| G | H | | Made for 5 year olds. Pogo sticks are for older children. Child might fall off. |
| I | J | | No sharp edges |
| K | L | | No loud sound. No fire that may burn. |

B

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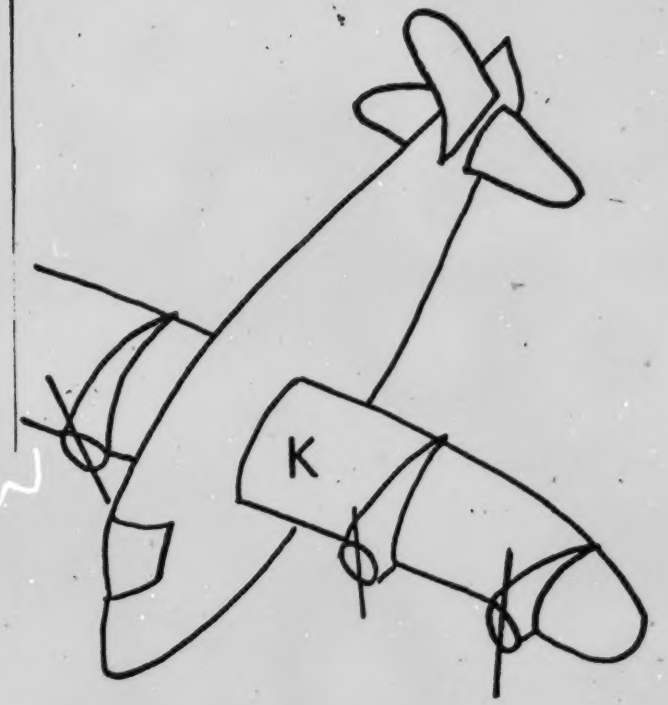


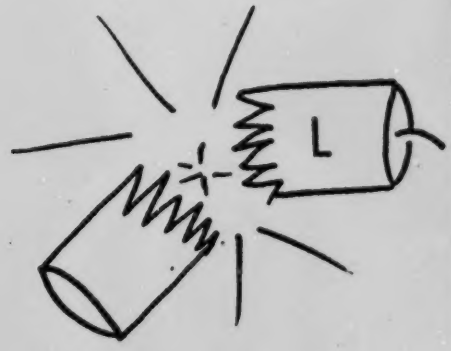


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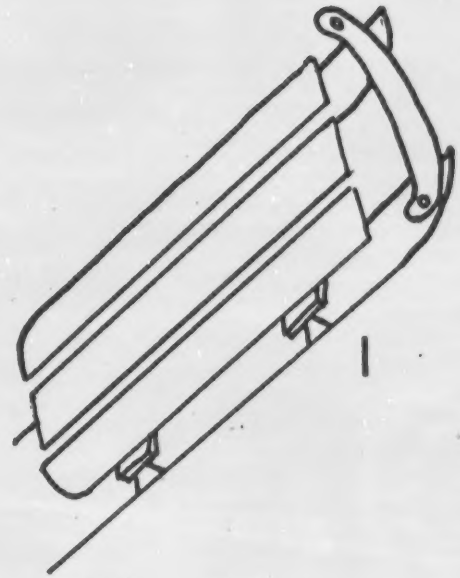


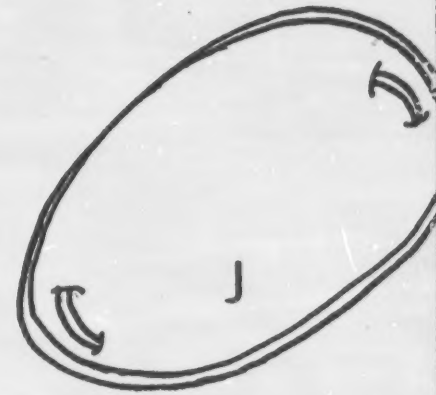


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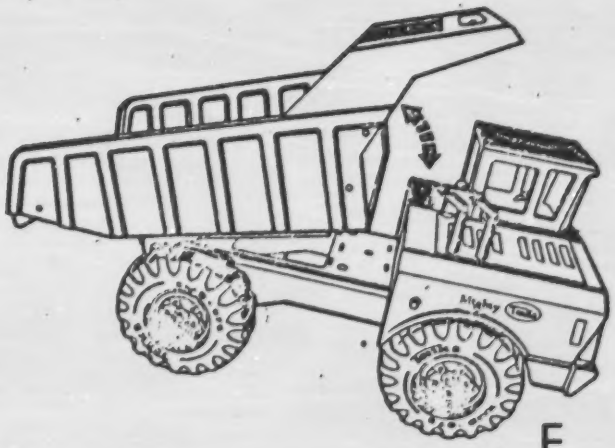

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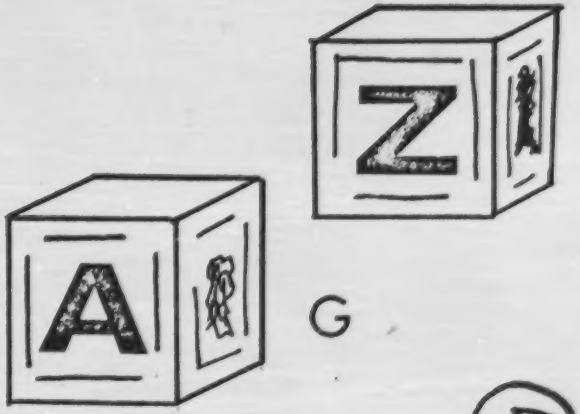


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TAMMY AND TOMMY TOY - TOY SAFETY CAPSULE

KINDERGARTEN STUDENT CAPSULE

Here comes the real fun! Get ready, teachers! There is one word of recommendation . . . let the children's imagination turn loose in this capsule!

Project COSI
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

Written by
Sarah M. McMillin

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# TAMMY AND TOMMY TOY - SAFETY CAPSULE

## GENERAL INTRODUCTION

TAMMY AND TOMMY TOY, a toy safety capsule, is two-fold in design. It is designed to meet the needs of both kindergarten students and their parents in relating to the wide and wonderful world of toy and game safety. Students and parents alike need to be reminded that, while some toys are safe for certain age groups or under proper supervision, many are not appropriate or safe for five year old students!

There are three major objectives for kindergarten students and three major objectives for parents. Since the two are so interrelated, it seems entirely appropriate that both capsules become two parts of a whole and that both be taught simultaneously. The plan is that kindergarten students will spend twenty to thirty minutes daily for two weeks, and parents will spend either one or two afternoons or evenings, whichever is appropriate to the community. While it would probably be much more effective to use both capsules simultaneously, it should be stressed that either capsule can be used independently of the other. It is suggested that the prime time of year to teach this capsule to both students and parents is the Christmas buying season or shortly before buying time begins.

Decision-making is emphasized on both student and parent levels. Basic concepts related to those decisions about toy safety will be directed to toy advertisements and current consumer articles. Interest should be aroused in students first, with frequent notes to parents announcing "parent" time to learn.

OBJECTIVES FOR PARENTS'CAPSULE

Upon completion of this capsule, the parent of the kindergarten student will be able to:

- identify resources of information, including consumer protection agencies, which help consumers make wise decisions regarding toys and games.
- recognize safe and unsafe toys and games.
- analyze factors that may make a toy safe or unsafe.

OBJECTIVES FOR STUDENTS' CAPSULE

Upon completion of this capsule, the student will be able to:

- recognize safe toys and games.
- choose a safe toy/game from a group of toy/games.
- tell why the choice of the game/toy they made is safe.

RECOMMENDATIONS FOR TEACHING

1. Make the sessions for both parents and students fun! Get both student and parent actively involved in activities.
2. Choose the correct season for teaching these capsules. The Christmas season is obviously the most motiviating time to teach this capsule.
3. Let your imagination run wild in adding to the activities suggested for each objective!

4. Adapt the capsules to the community with which you work! Help the parents to know that they are going to be learning <u>with</u> their children!
5. Enlist the help of sixth grade students or older as aides for the thirty minute periods with the students. Parent aides can help if students are not available. INDIVIDUALIZE!!!

# STOP!

Before you begin this capsule you will need to have these things available for your students to use.

Session One

catalogs (toy sections)

large sheets of manila drawing paper

scissors

paste

Session Two

happy and sad face signs (see p.9)

copies of Toy Time Fun (see p. 28)

crayons

primary pencils

Sessions Three - Five

overhead projector

transparencies of safe and unsafe toys (see pp. 48-51)

toy or game

safe/unsafe puzzles (see p.11)

shelf paper

markers or paint and brushes

chalkboard

colored chalk

Sessions Six - Eight

pictures of safe and unsafe toys (see p. 12)

happy/sad-face signs (see p. 9)

hopscotch playing cloth (see p. 13)

beanbag

tokens

drawing paper

crayons

copies of Safe Toy Coloring Book worksheets (see pp. 29-33)

primary pencils

pizza wheel games (see pp. 16-17)

clothespins

Sessions Nine - Fourteen

Copy of book Curious George Rides a Bike

George's Toy Grab (see pp. 18-19)

materials for puppets

- paper bags
- construction paper scraps
- yarn scraps
- glue
- scissors
- crayons or markers
- socks
- felt or fabric scraps

chart paper

markers

crayons

drawing paper

## DIRECTIONS FOR ADMINISTERING THE PRE-TEST.

The pre-test for this capsule should indicate to the teacher if the student can choose between safe and unsafe toys and give a reason that the toy is safe/unsafe. On pages 35-44 are some pictures of toys. Show the pictures in pairs. The student is to choose the safe toy and tell why it is the safe choice. Student aides or volunteer aides may assist in this process. The Record Sheet included in the capsule has a place for you to record the child's responses. Put a mark in the box under Reason if the child can correctly tell why that choice is the safe one. The boxes of the correct choices are larger than those of incorrect choices so that you may easily check to see if the student made the correct choice. The reason that the toy is safe is listed beside the Reason box to make the pre-test easy for you to check. These are just examples. As children respond, evaluate answers. Reasons for choices should be concrete and logical given the discrimination that is being made.

You will need these materials for your students to complete the pre-test:

- pictures for pre-test (see pp. 35-44)
- student record sheet (see p. 34)

# TAMMY & TOMMY TOY - TOY SAFETY CAPSULE

## KINDERGARTEN STUDENT CAPSULE

### INTRODUCING THE CAPSULE TO STUDENTS (Session 1)

Kindergarten students should be introduced to this capsule by a group activity. The group activity suggested requires many, many catalogs (toy sections) with pictures of all kinds of toys and games. The students will cut out pictures of toys and games from the catalogs and paste them on large sheets of manila paper to make their own big "toy stores". Aides, who may be older students or adult volunteers, are necessary to all phases of the capsule. At the introduction time the aides will facilitate the process of cutting and pasting. Students should be encouraged to cut out all of the pictures of toys that they think look interesting to them and that they would like to have. This activity will probably take a full thirty minutes and should keep the children's interest for that period of time.

### INTEGRATING THE CAPSULE (Session 2)

The concepts of safe and unsafe should be introduced during the second meeting time. The concepts might be introduced and integrated into the language program by using a phonetic approach.

> Today we are going to talk about safe toys. What sound do you hear at the beginning of the word s-s-s-s safe? (Students respond.)
>
> That's right. You hear the sound of /s/. What letter makes that sound? (Students respond.) Yes, the letter s.
>
> What sound do you hear at the beginning of the word t-t-t-t toy? (Students respond.)

Yes, the sound is /t/. What letter makes the sound /t/? (Students respond.) Yes, the letter t.

Does anyone know what the word "safe" means? (Give the students a chance to respond. Try to use their definitions as much as possible as long as they understand the concept of "safe". Develop the concept of unsafe in the same way.

Discuss with the students that toys that are safe for children who are five and six years old might not be safe for babies. Also, it should be emphasized that toys that are safe for older students may not be safe for kindergarten students. Here are are some questions that might help you to get the discussion started.

Do you have some toys at home that might not be safe for your younger brothers and sisters? (Students respond.)

What are these toys? (Students respond.)

What makes them unsafe? (Students respond.)

Why do you think that it is all right for you to have these toys, but it is not all right for your younger brothers and sisters to have them? (Students respond.)

Do your older brothers and sisters have toys that might be unsafe for you? (Students respond.)

What are these toys? (Students respond.)

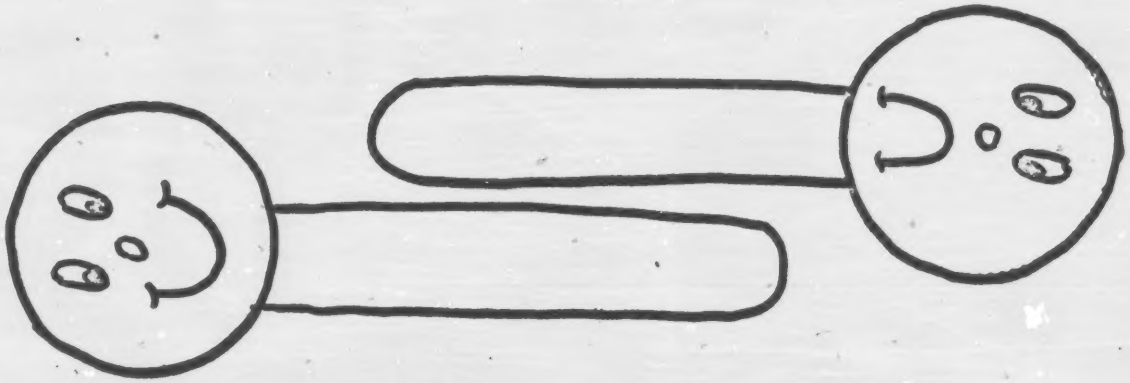
Why are they all right for your older brothers and sisters, but not for you? (Students respond.)

Continue the discussion until you feel that students understand that some toys that are safe for one age group may not be safe for another.

REINFORCING SAFE AND UNSAFE

Use tongue depressors and oaktag to make happy face and sad face signs for students to hold up. You should have enough of each sign for for every student. Hold up the happy face sign. Tell the children that

this sign will be used to show that a toy is safe. Hold up the sad face sign. Tell the children that this sign stands for unsafe toys. These signs will be used again in another large group activity.



COMBINING SAFETY AND PHONICS

Have students complete the worksheet Toy Time Fun in small groups. Use student or volunteer aides to help students who have difficulty with this activity. When students have finished, ask them if the toys on the worksheet are safe or unsafe. Have the students make happy faces on their papers to show that all of the toys are safe.

SECTION ONE
( Sessions three - five )

OBJECTIVE # 1

Upon completion of this section the student will be able to recognize safe toys and games.

Section One should be completed in three (3) thirty minute sessions on three consecutive days. This is a total time of ninety (90) minutes. It is recommended that student or volunteer aides assist.

ACTIVITIES

LARGE GROUP ACTIVITY

Teacher shows many overheads (examples given at end of capsule) of toys. Discuss what are safe toys and what are not safe toys for this age group. Overheads are done in yellow for caution and green for good. Information gained by students in this activity will be applied in the small group activities.

SMALL GROUP ACTIVITIES

Students should be allowed to choose which small group activities they wish to do. You may wish to set up interest centers in your classroom. Each center may contain materials for one of the small group activities. Provide all materials which children might need in order to complete the activity (shelf paper, drawing paper, scissors, markers, crayons, etc.). You might wish to assign student or volunteer aides to each center. Be sure that aides know what students are to do at his/her center. Listed below are some activities that may be done at the centers.

Present a toy or game. Allow students to play with it at the interest center. Talk with students as they are playing about why this is a safe toy/game.

Students put puzzles together at one interest center. These are teacher-made. Some puzzles are safe games/toys, some are not. To construct puzzles cut pictures of safe toys from catalogs. Mount on construction paper. Laminate. Using utility knife, cut puzzles into pieces. Do the same thing to make unsafe toy puzzles. Aides will ask students to tell whether the toys on the puzzles are safe or unsafe. Students should begin to recognize the difference.

Students draw a picture on the chalkboard of a toy or game that they saw on the overheads that was safe. Allow students to use colored chalk for this activity.

In small groups students tell about a television show or commercial that demonstrates safe toys/games.

SECTION TWO (Sessions six - eight)

OBJECTIVE # 2 Upon completion of this section the student will be able to choose a safe toy/game from a group of toys/games.

Section Two should be completed in three (3) thirty minute sessions on three consecutive days. A total of ninety minutes is needed. It is recommended that student or volunteer aides assist.

The student should understand the concept "Underline" before doing this section. If this concept has not been taught, use the large group time to teach it.

LARGE GROUP ACTIVITY

Use the pictures which parents mounted in activity 2 under objective 2 in the parents' capsule. These were catalog and magazine pictures of safe toys. The pictures were mounted on construction paper. Add others which are pictures of unsafe toys. You may wish to laminate the pictures to make them more durable. As you show the pictures to your students, they will show the happy or sad face signs which you used in the second introductory session. If the picture shows a safe toy, the students show happy face signs. If the picture shows an unsafe toy, the students show sad face signs.

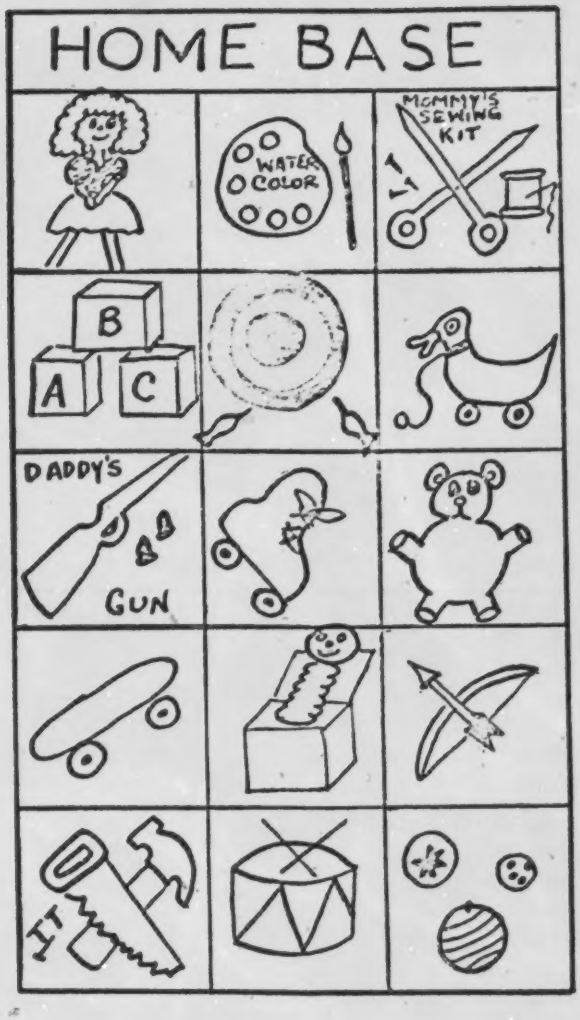
SMALL GROUP ACTIVITIES

Students should be allowed to choose the activities that they wish to complete. You may wish to set limits to the number of activities that they may work on in one period, if it becomes necessary.

HOPSCOTCH GAME

Hopscotch playing cloths may be made using oilcloth and permanent markers. A recommended size is 134cm x 66cm - (52in. x 26in.). Divide the oilcloth into 15 equal squares. Each square has a drawing of a toy. (See sketch on next page.) Beginning at one end of the cloth, the student decides which squares in the first row show safe toys. He hops putting his foot/feet in those squares that are "safe". If he lands in an unsafe square, he must start over after the other players have had a turn. If he hops in the correct squares then he may continue hopping in correct squares until he gets to the other end of the cloth. He then hops back to the beginning of the cloth, using the same decision-making process that he used before. After the first player has had an opportunity to hop to the end and back, each of the other players has a turn. Hopscotch will present a challenge to the students to choose only safe toys on which to land. Again aides may assist. Example included.

HOPSCOTCH CLOTH




BEAN BAG TOSS

An alternative to the hopscotch game, using the same game cloth, is described below. Students sit around the game cloth until it is their turn to play. Each player has a chance to toss a beanbag from a line three feet from the game cloth. If the beanbag does not land in a square, he has one more chance to toss it and land in a square. If the beanbag lands in a square, the student must decide if the toy in that square is safe or unsafe. If he answers correctly, he is given a token. If he answers incorrectly, he receives no token. Play continues until everyone has had five turns ( or more if teacher wishes ). The student with the most tokens at the end of the game is the winner.

SAFE TOY POSTERS

Students may make safe toy posters; these may be made using student drawings or pictures cut from magazines and catalogs.

TABLE CLOTHS

Using rolls of shelf paper on which pictures of safe and unsafe toys have been drawn, table cloths may be made. Children will be instructed to color only the safe toys.

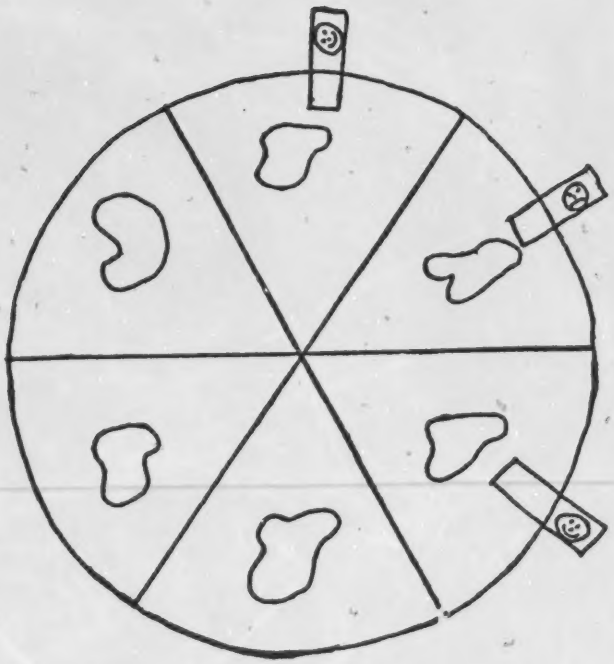
SAFE TOY COLORING BOOKS

Students will complete the toy worksheets on the following pages of this capsule. Children are instructed to color the picture, trace the letters which form the word, write the word using the dots as a guide, write the word on the blank line, and underline the happy face if the toy is safe or the sad face if the toy is unsafe. (All pictures show safe toys.) These pages can be kept and put together in booklet form for the children to take home. Do not try to do all of the pages in one period.

Turn the page for more ⟶

PIZZA WHEEL GAMES

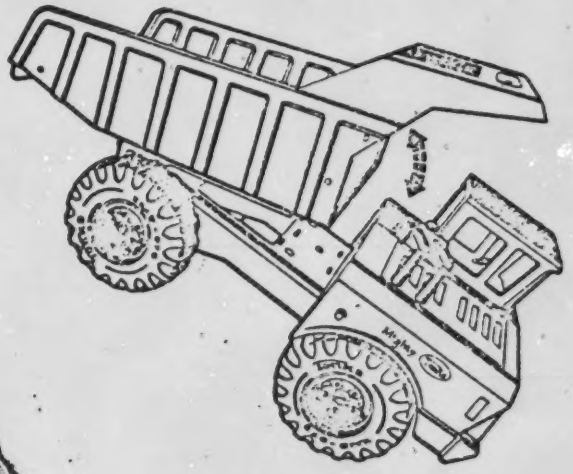
Individual students may play the pizza wheel games. Pictures of safe and unsafe toys are drawn or glued to pizza wheels. (See example below.) Student clips clothespins which have a happy face on one side/sad face on the other to the pictures of the toys. As before, a happy face indicates a safe toy. A sad face indicates an unsafe toy. Student aides may check to see if student has made the correct decision.

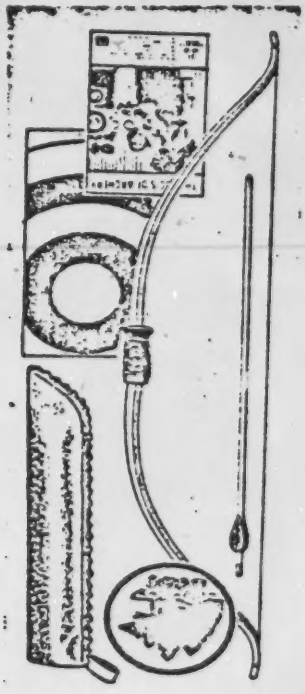


PIZZA WHEEL CLOTHESPIN ACTIVITY

BEST COPY AVAILABLE

These pictures may be duplicated, colored, cut out and mounted on your pizza wheel for use with this activity.





SECTION THREE (Sessions nine - fourteen)

OBJECTIVE # 3 Upon completion of this section the kindergarten student will be able to tell why the choice of the game/toy he makes is safe.

ACTIVITIES

The activities for this section should take about thirty minutes a day for six days. It recommended that student or volunteer aides assist.

LARGE GROUP ACTIVITIES

Read aloud to the group the book, Curious George Rides a Bike. Discuss the reasons that the Man in the Yellow Hat did not want George to go too far from home on his bike. How did George ruin his bike? What should George have been doing instead of watching his boats? Was the bike an unsafe toy for Curious George? Why was it unsafe? (Children may decide that the bike was not unsafe.) Is it necessary for you to learn to ride a bike well before you ride where you might be hit? What things make a bike an unsafe toy for you? Why didn't the director of the show want George to give anything to the ostrich? Was the bugle an unsafe toy for the ostrich? Are there toys that are safe for you that might not be safe for your younger brothers and sisters? What could you do to make sure that younger brothers and sisters do not get hurt on these toys?

Play George's Toy Grab. A large shopping bag is used for this activity. Pictures of both safe and unsafe toys are put into the bag. A picture of Curious George may be glued to the front of the bag. Students take turns drawing a toy from the bag. Each student shows the picture he has drawn from the bag to the rest of the group. He must tell the group whether the toy is safe or unsafe.

OR

Students may bring a toy or game from home to demonstrate how it works and why it is safe.

SMALL GROUP ACTIVITIES

PUPPET SHOWS

Groups will prepare and present plays or puppet shows about safe toys/games. This activity will depend largely upon the assistance of aides. You may wish to have students make paper bag or sock puppets to use in the puppet show. Preparation time and presentation time will be needed for this activity.

DICTATED STORIES

Students may dictate stories to aides. These stories may be about times that the student has been hurt playing with an unsafe toy or about safe toys that the student has really enjoyed. After the stories are dictated, the teacher may wish to transfer them to chart paper and have students illustrate their stories.

## DIRECTIONS FOR ADMINSTERING THE POST-TEST

The post-test is designed to be given after the student has completed the work of the capsule. Each student should have a booklet and pencil or crayon before beginning the post-test. Students are to listen to a tape and mark the safe toy in the booklet which accompanies the tape. All directions are given on the tape. After the tape is completed, you should ask each student individually to indicate a reason for choosing the toy he marked as safe. The Record sheet has spaces for you to mark the answer that the student gave during the tape as well as a space for you to mark if he can give the correct reason for choosing that toy. The boxes of the correct choices of toys are larger to make it easier for you to check the student's work. The correct reason for choosing a toy as safe is given beside the box to make it easier for you to check his progress. These reasons are just examples. As children respond, evaluate answers. Reasons for choices should be concrete and logical given the discrimination that is being made.

You will need these materials in order to complete the post-test:

copies of post-test booklet

primary pencils

tape of post-test script

student record sheet

SCRIPT FOR TAPE - POST-TEST

BOTH: Hi, this is

TAMMY: Tammy

TOMMY: and Tommy Toy. We're about to take a trip through Toy Town. Won't you come along and join us.

TAMMY: As we go, we'll be meeting all kinds of toys.

TOMMY: Some of them will be safe toys and some will be unsafe.

TAMMY: As we meet the toys from Toy Town, we'll be asking you to decide whether the toys are safe for five year olds or unsafe for five year olds.

TOMMY: You'll be using the book that your teacher has given you to mark whether the toys are safe or unsafe. Do you have the book in front of you now? It should have a picture of both Tammy and myself on the front , and it should have the letter B at the top. Do you have the right book?

TOMMY: Ready to begin? Let's start. Open your book to page 1. There is a 1 at the bottom of the bottom of the page.

TAMMY: Come on, Tommy. Let's get started.

TOMMY: O.K. I'm ready. I just wanted to be sure that the boys and girls were ready.

BOTH: (Singing) We're on our way -
We're on our way-
To see our friends in Toy Town.

TAMMY: Look, Tommy, here come Huggy Bear and Roscoe Roller Skates. Boys and girls do you see Huggy Bear and Roscoe Roller Skate on your page?

BOTH: Hi, Roscoe. Hi, Huggy.

HUGGY: Hi, Tammy and Tommy.

TAMMY: Boys and girls, one of these toys is safe and one is not. underline the picture of the safe toy. (Pause.)

TOMMY: Did you underline Huggy Bear or Roscoe Roller Skates? (Pause)

TAMMY: Huggy and Roscoe, would you like to join us in our walk through Toy Town? We're taking the boys and girls on a walk through the town.

HUGGY: We'd like to, but we can't today. Roscoe has an appointment to get his wheels oiled, and I promised to go with him.

ROSCOE: Yes, those wheels have really been squeaky lately.

TOMMY: Well, we'll see you later, then. Have a nice day.

ROSCOE: Thanks, Tommy. So long.

BOTH: GOOD-BYE.

TAMMY: Tommy, what's that coming over the hill?

TOMMY: They are really coming fast.

TAMMY: We'd better move over and give them room.

(Sound of many feet running.)

TOMMY: Hey, what's going on?

DOLL: It's the annual Toy Town Doll Marathon. Every year all of the dolls in Toy Town run from the toy factory, through town, around Christmas Lake, to the bottom of Toy Box Mountain. It's really exciting.

TAMMY: It sounds like lots of hard work.

DOLL: It is, but it's also lots of fun.

TOMMY: Hey! Some of these dolls aren't really safe toys. Turn to page 2 of your book. Look at the pictures. Boys and girls, do you see the two dolls? One of these is not really safe. Draw a line under the safe doll. (Pause.)

DOLL: Well, I've got to go. I'm getting behind. So long.

T & T: So long.

TOMMY: Boys and girls, it's time to turn to page 3 in your books. Be sure that the 3 is at the bottom of the page.

TAMMY: Look, Tommy. There's Randy's Toy Shop. Let's go in and look around.

TOMMY: O.K.

(Sound of door opening, bell ringing, door closing.)

TOMMY: Hi, Randy. How's business?

RANDY: Hi, Tammy & Tommy. The toy store is really doing well. I've had customers in here buying toys all morning. Sometimes, though, they don't choose too well.

TOMMY: What do you mean?

RANDY: Well, just this morning a little boy came in here looking for a toy. He picked up a bow and arrow and a dump truck. He asked me to help him decide which he should buy. I told him ---

TAMMY: Don't tell us, Randy! Boys and girls, you decide which toy Randy told him to buy. Look at the pictures on the page. Did Randy tell the boy to buy the bow and arrow or the dump truck? Draw a line under the safe toy. (Pause.)

RANDY: And you know, kids, that's only one example. Last week a little girl came in here with her mother to spend the money her grandma had sent for her birthday. Her mother was trying

to help her choose a safe toy. The little girl had narrowed the choice down to a set of blocks or a pogo stick. Which do you think that her mother suggested? Turn to page 4 in your book. There should be a 4 at the bottom of the page. Look at the picture of the blocks and the pogo stick. Draw a line under the safe toy. That's the one her mother wanted her to buy. (Pause)

TAMMY: Thanks, Randy, for talking to the boys and girls about your customers.

RANDY: Sure. Any time. I'm always glad to talk about toys. See you again soon.

(Sound of door opening and closing.)

TOMMY: Let's go down to Christmas Lake and see how the skaters are doing.

TAMMY: Sounds great! But first, boys and girls, turn to page 5 in your book. Look for the number 5 at the bottom.

TOMMY: Look out! Here come the sledders! Boys and girls, on page 5 of your books are some pictures of sleds. Which sled is the safe one? Draw a line under the safe sled.

TAMMY: It really looks as though they're having fun sledding down that big hill. I wouldn't want anyone to get hurt on an unsafe sled. I hope the boys and girls made the right choice.

TOMMY: I'm sure they did, Tammy.

TAMMY: I think we'd better start back home, Tommy. It's getting late and the boys and girls might have parents who are wondering where they are.

TOMMY: I guess you're right, Tammy. We wouldn't want to get anyone

into trouble. We'll head home. Boys and girls, we'd better get back to school, but, it has been lots of fun taking you along with us to Toy Town.

TAMMY: That's right. Maybe we can go again sometime.

TOMMY: Look over there at those boys playing, Tammy! (Sound of fire crackers popping and boy making an airplane sound.) One of them has a toy airplane and the other has firecrackers. Boys and girls, turn to the last page of your book. It should have the number 6 at the bottom. Draw a line under the picture of the safe toy.

(Pause)

TAMMY: Well, boys and girls, it's been fun. We'll see you again soon. So long.

TOMMY: Good-bye. It's time to turn off the player and take your books to your teacher.

MATERIALS FOR STUDENT CAPSULE

In addition to teacher-made games, etc. there are many fine commercial games and toys which can be used to carry out activities and to add to add to the activities for students.

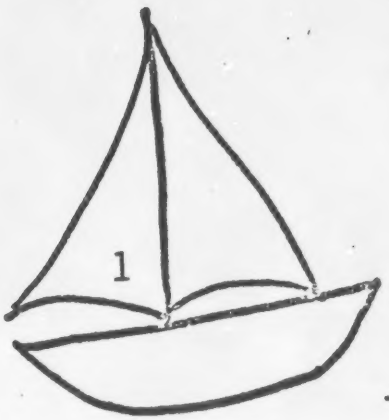
1. Games, for example:
   - Forest Friends
   - Casper, the Friendly Ghost
   - Lego
   - Lincoln Logs
   - Number Land
   - Clown Bean Bag Toss
2. Toys, for example:
   - Stuffed animals
   - Trucks and Vehicles
   - Tricycle
   - Plastic Dishes
3. Curious George Rides a Bike by H. A Rey. Published by Houghton Mifflin Company, Boston, Massachusetts.

Most of these materials are available in kindergarten classes. Students can also be asked to bring toys/games from home and share them with the class, indicating safety features.

TOY TIME FUN KEY

NAME THE TOY. BESIDE THE PICTURE WRITE THE LETTER OF THE SOUND YOU HEAR AT THE BEGINNING OF THE WORD. COLOR . . .

M BROWN
I GREEN
J PURPLE
D ORANGE
W RED
H BLUE
B PINK
S YELLOW

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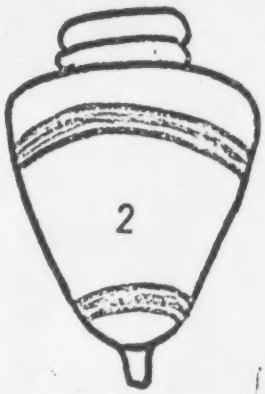


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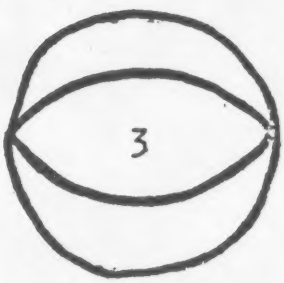


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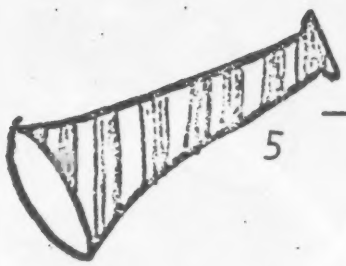
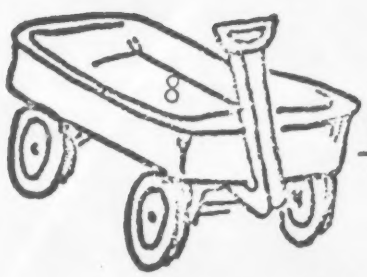



H

M

D




W

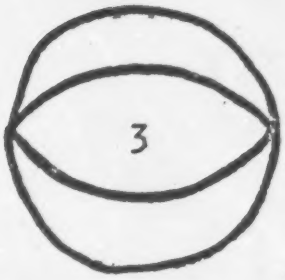
# APPENDIX

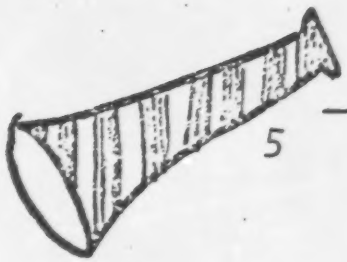
This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

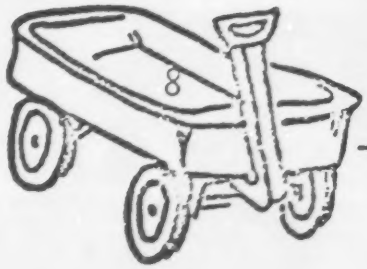
# TOY TIME FUN

NAME THE TOY. BESIDE THE PICTURE WRITE THE LETTER OF THE SOUND YOU HEAR AT THE BEGINNING OF THE WORD. COLOR . . .

M BROWN O
I GREEN O
J PURPLE O
D ORANGE O
W RED O
H BLUE O
B PINK O
S YELLOW O







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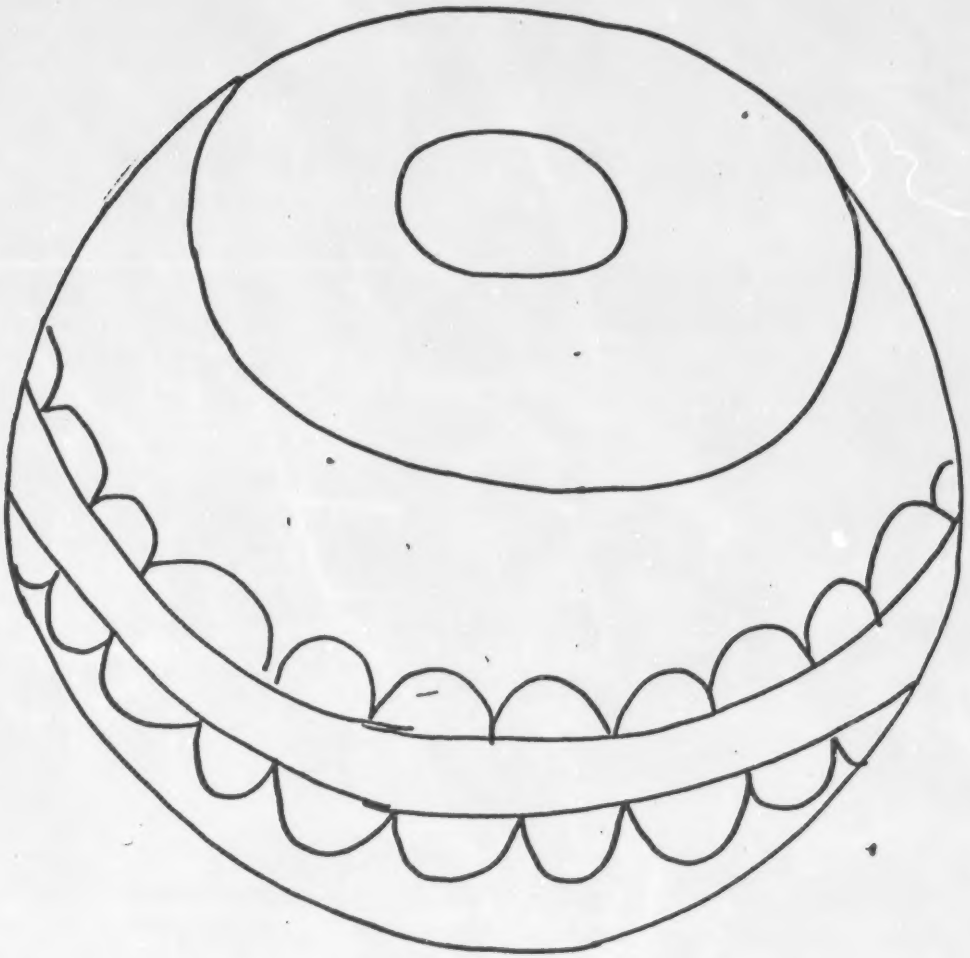

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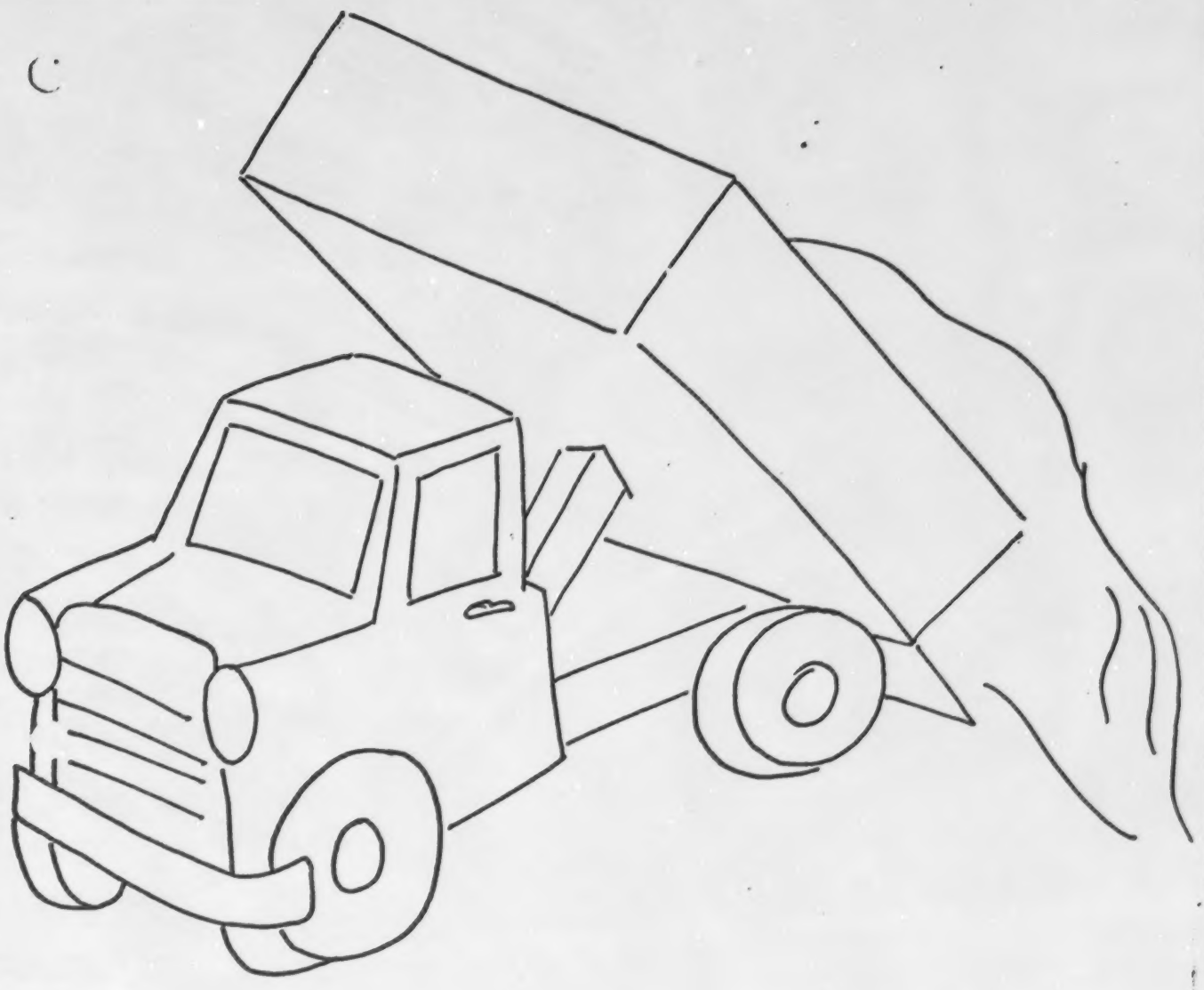
BALL



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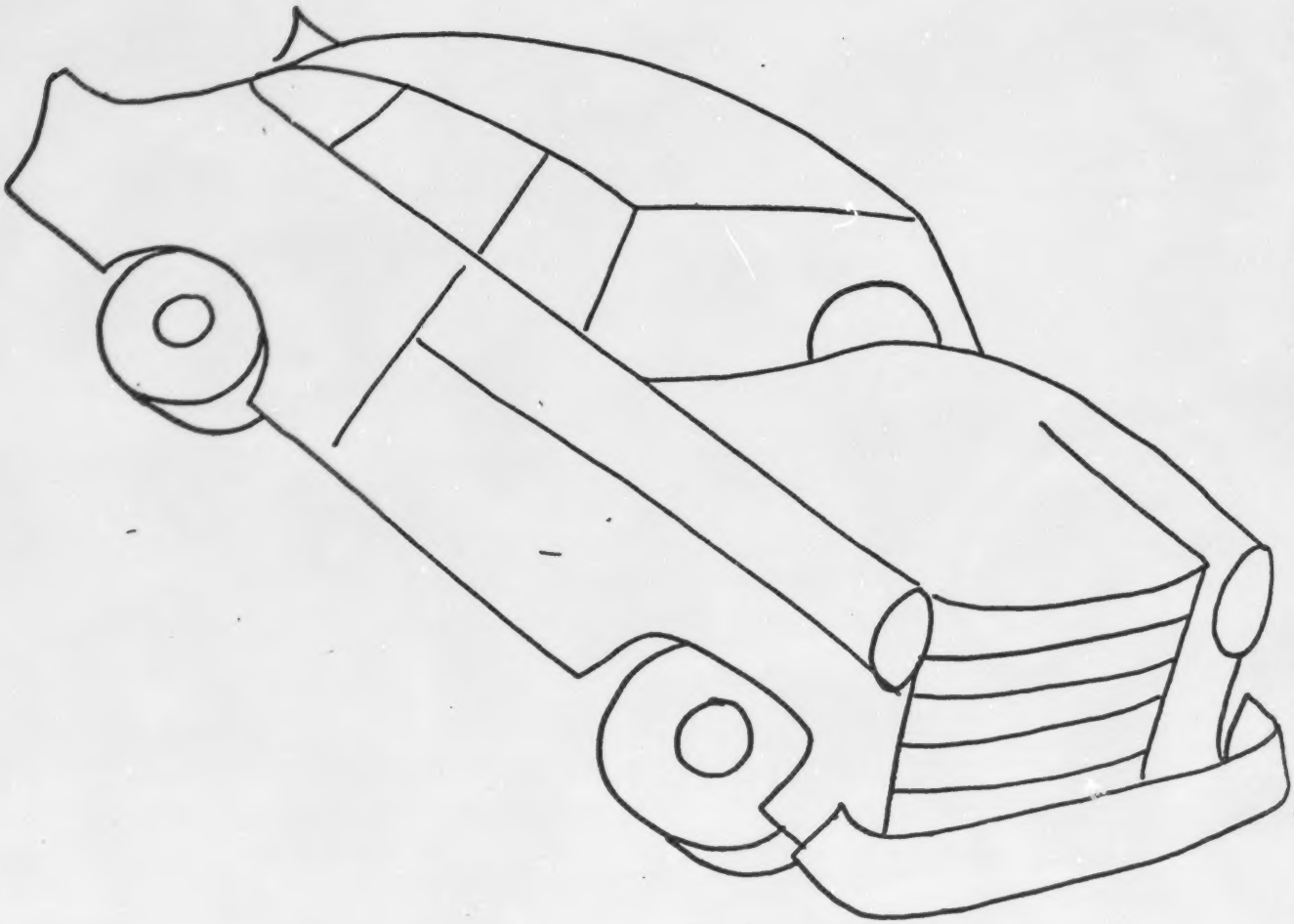
TRUCK



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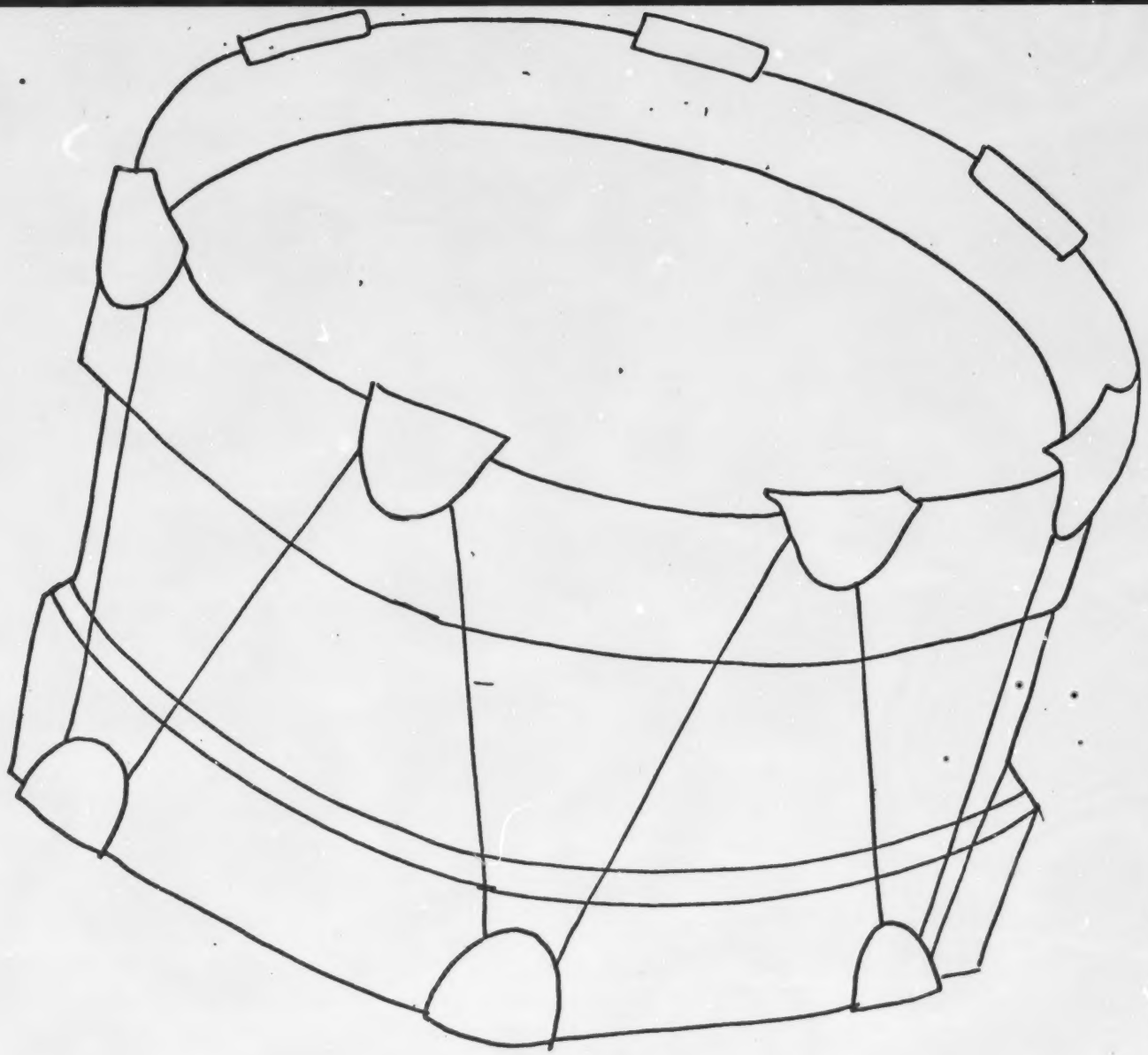
CAR



DRUM

DRUM

# Record Sheet (For teacher use.)

Name _____ Date _____

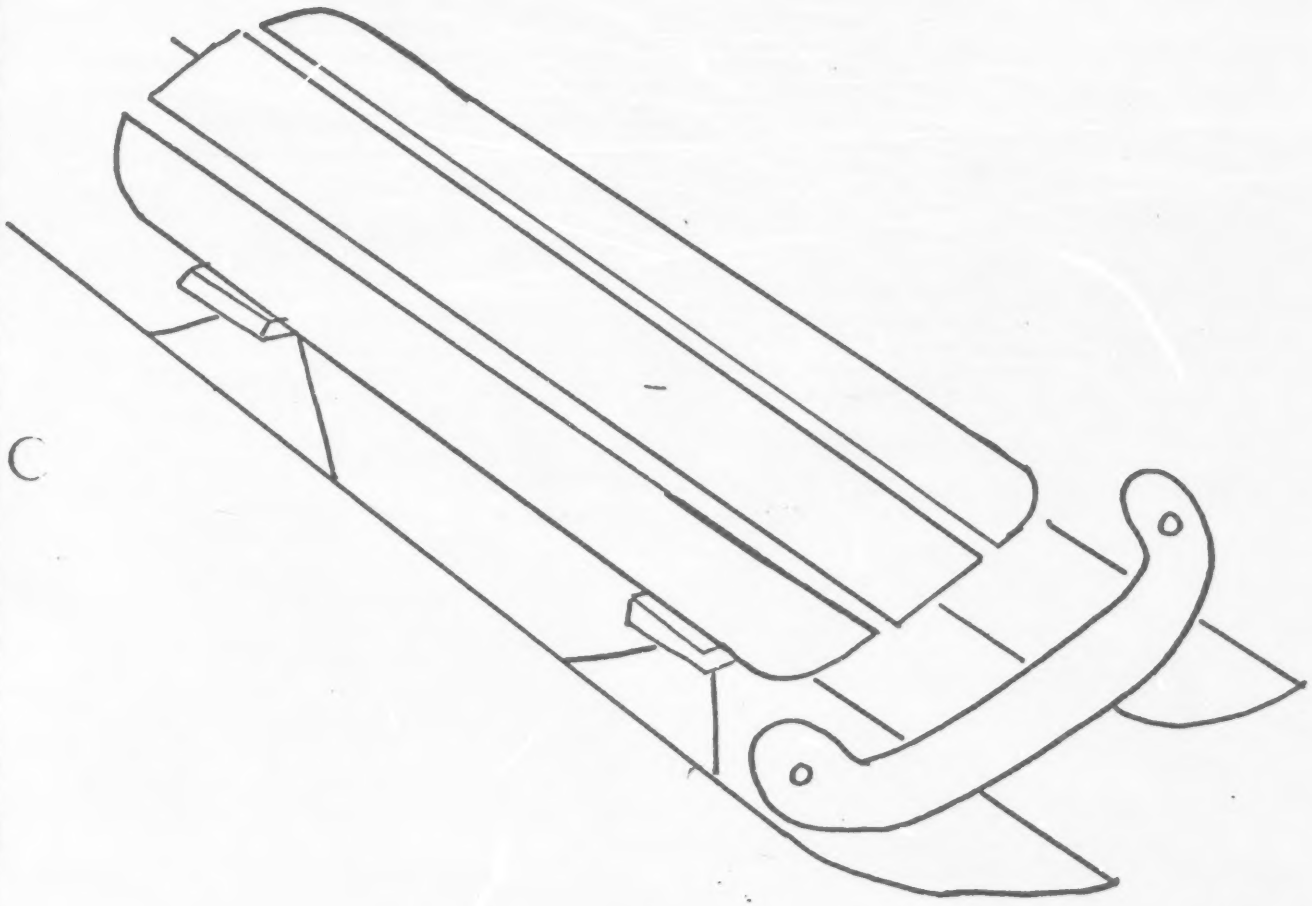
## Pre-Test

| | | Reason | |
|---|---|---|---|
| a ☐ | b ☐ | ☐ | No sharp edges to get hurt on |
| c ☐ | d ☐ | ☐ | Made for 5 year olds. Pogo sticks are for older children. |
| e ☐ | f ☐ | ☐ | No sharp edges to get hurt on |
| g ☐ | h ☐ | ☐ | No loud sounds that may damage ears |
| i ☐ | j ☐ | ☐ | Made for 5 year olds. Bikes are for older children. Child may fall off a bike. |

## Post-Test

| | | Reason | |
|---|---|---|---|
| A ☐ | B ☐ | ☐ | Made for 5 year olds. Skates aren't. May fall off. |
| C ☐ | D ☐ | ☐ | No sharp edges |
| E ☐ | F ☐ | ☐ | No sharp edges |
| G ☐ | H ☐ | ☐ | Made for 5 year olds. Pogo sticks are for older children. Child might fall off. |
| I ☐ | J ☐ | ☐ | No sharp edges |
| K ☐ | L ☐ | ☐ | No loud sound. No fire that may burn. |

a



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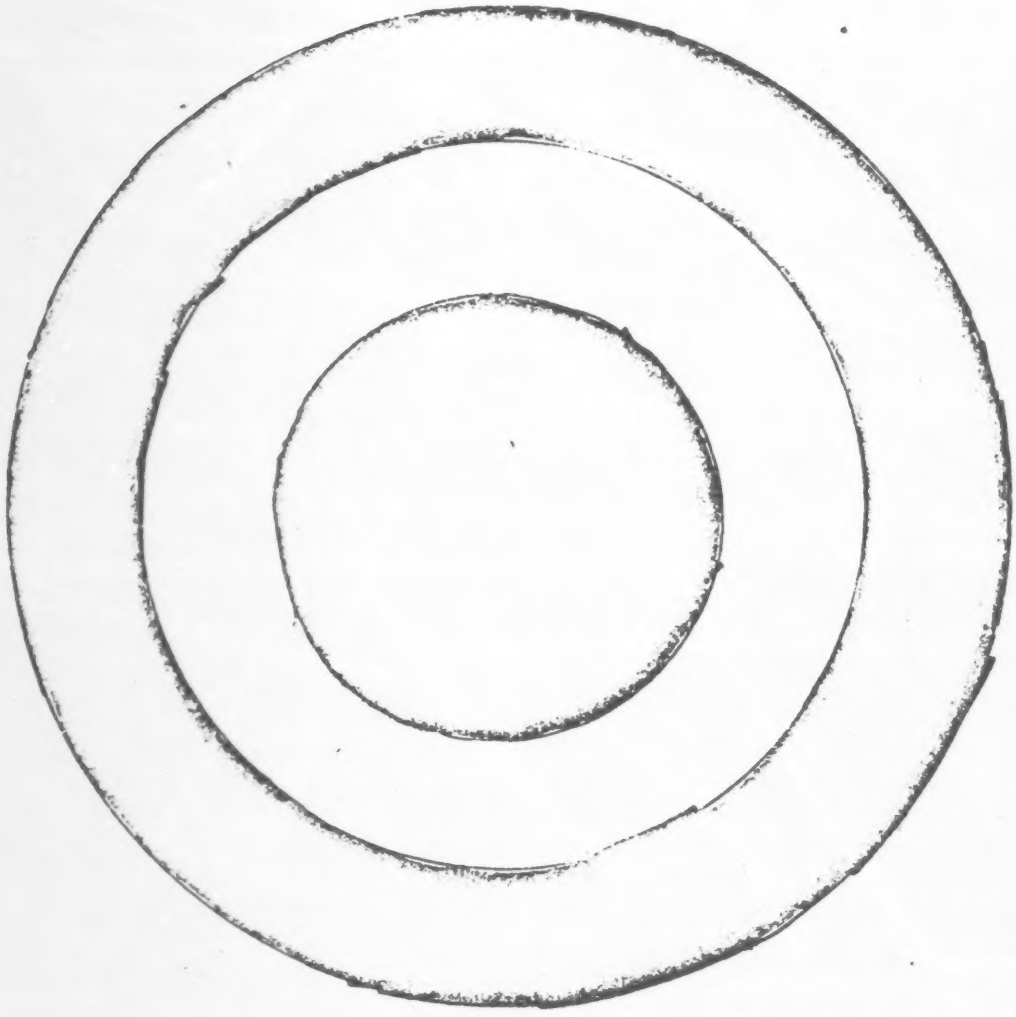
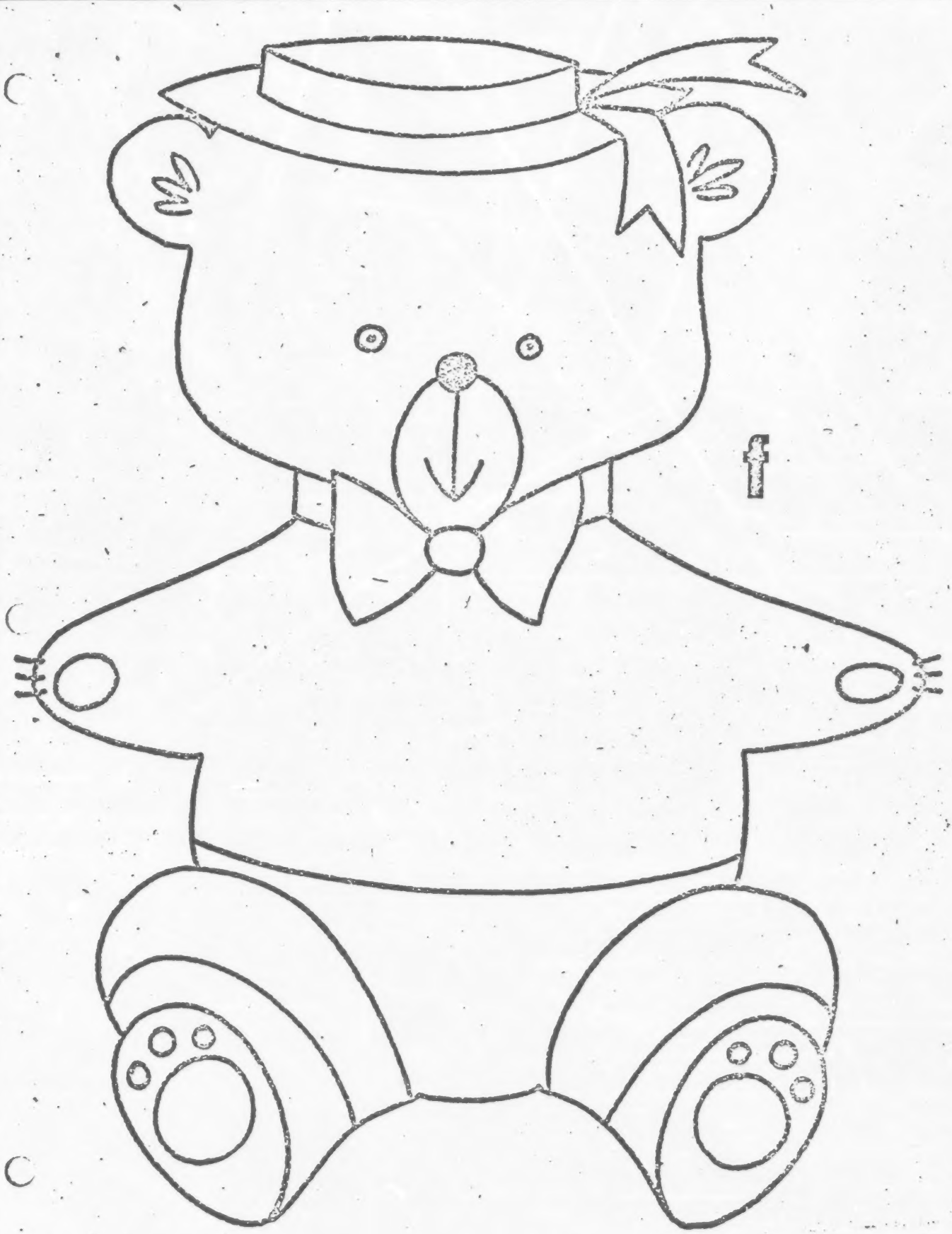


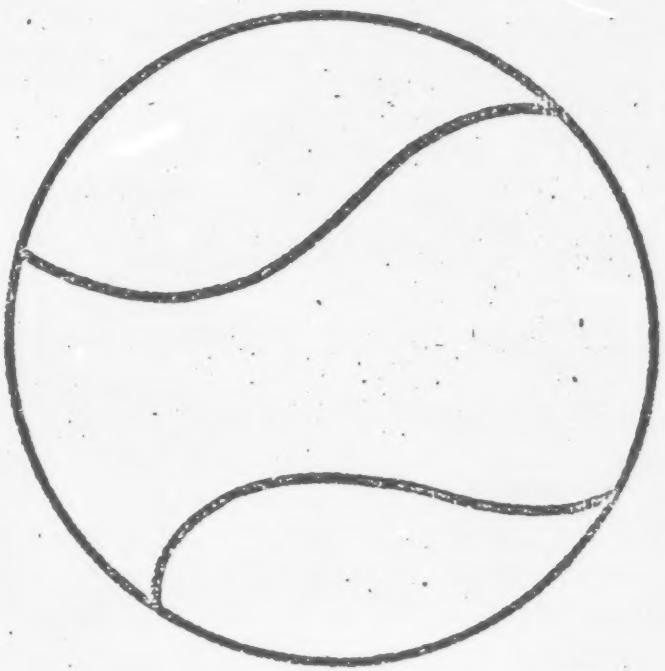


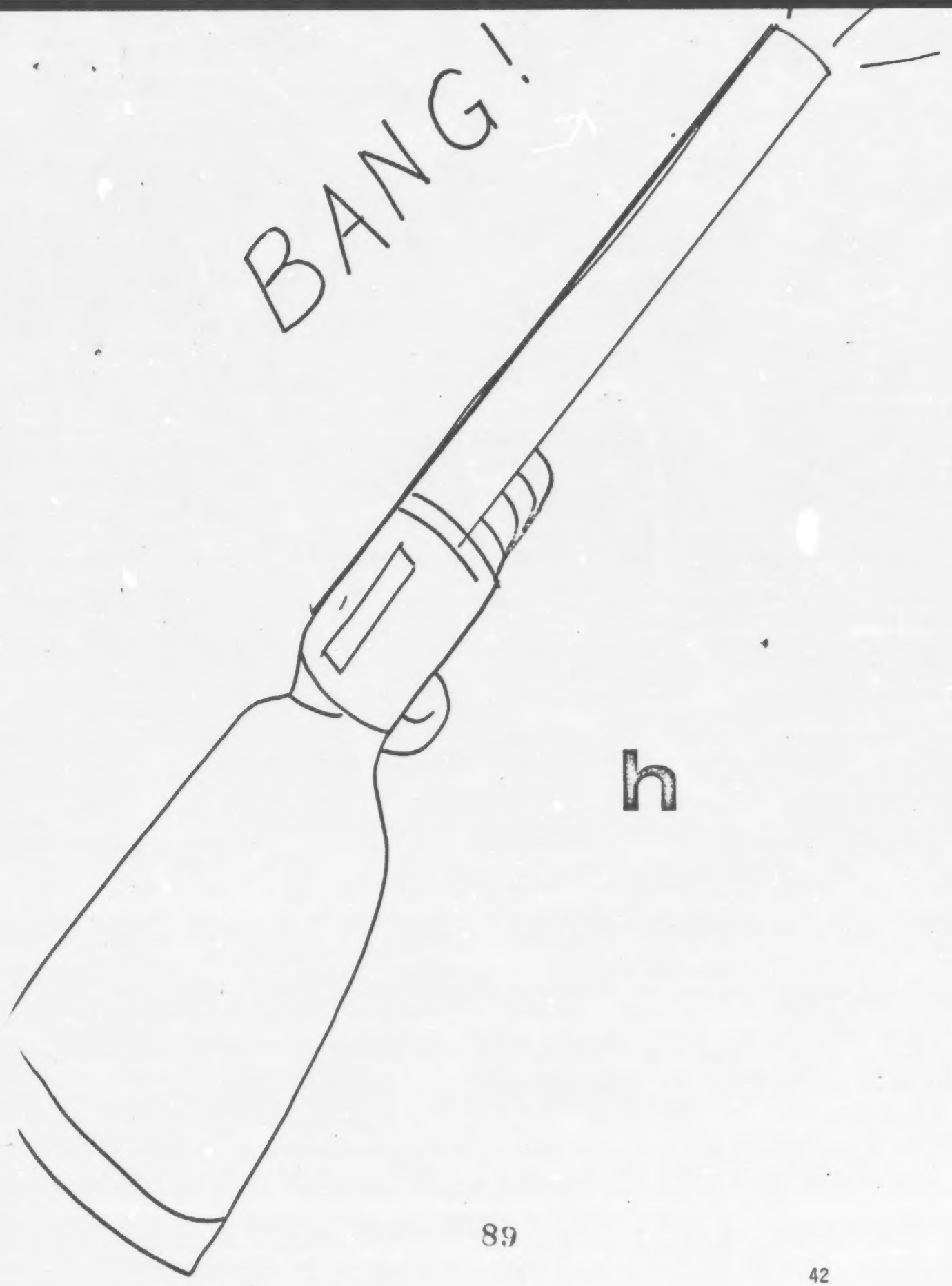
87

BAT

g

BALL



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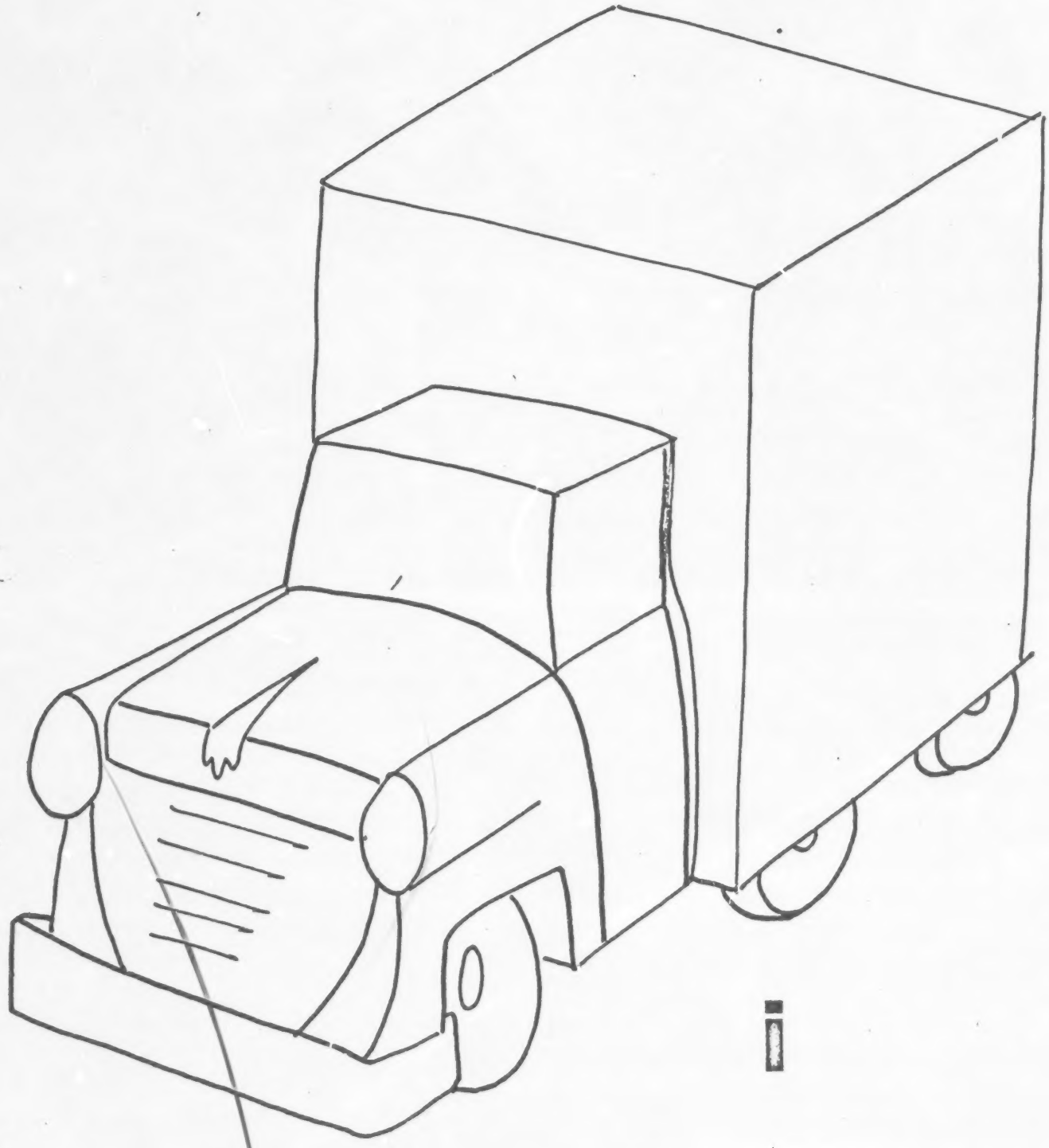
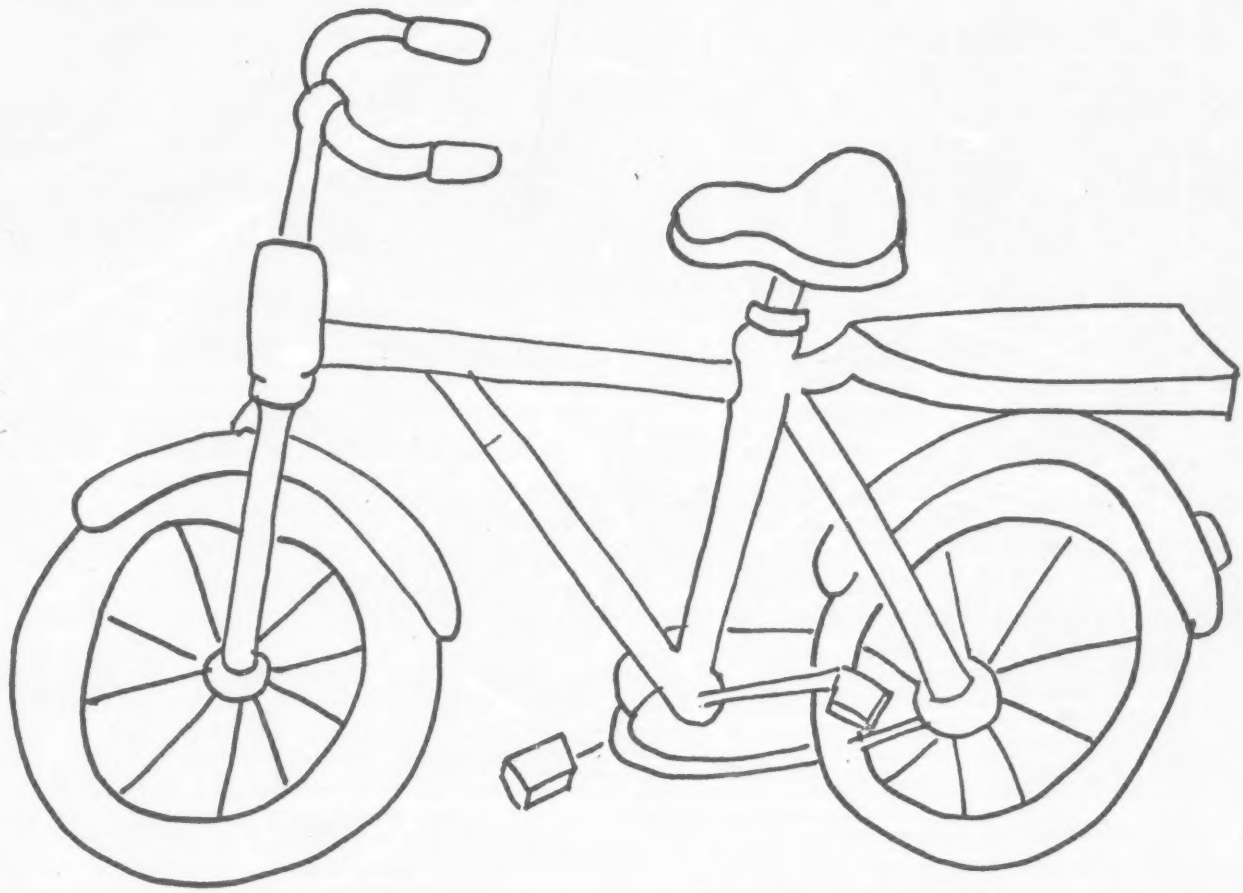
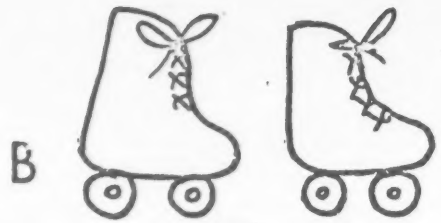




B

POST-TEST

STUDENT BOOK



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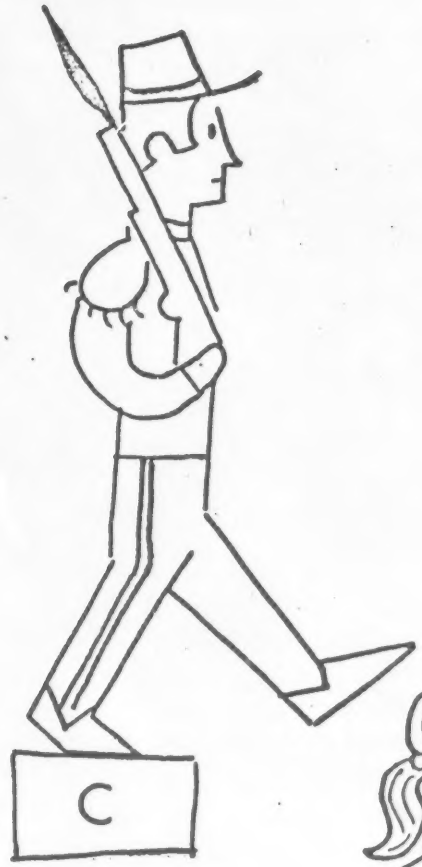

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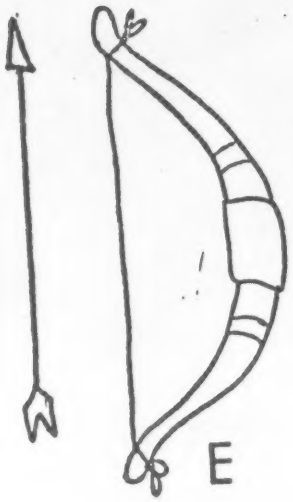

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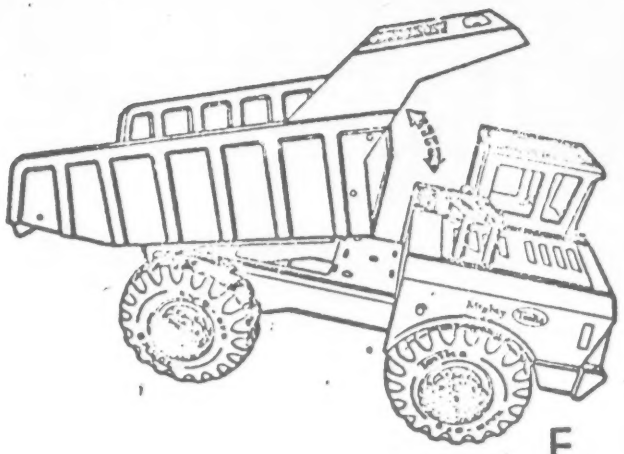

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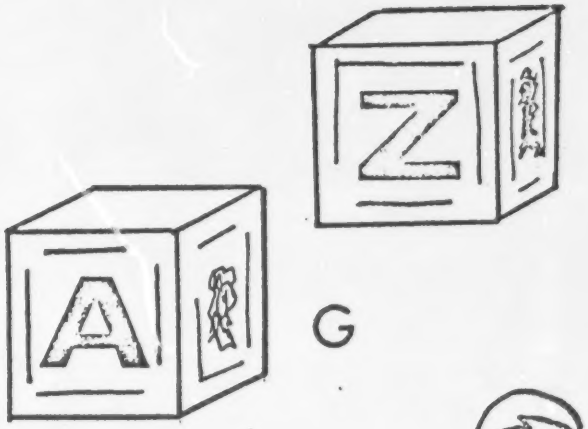


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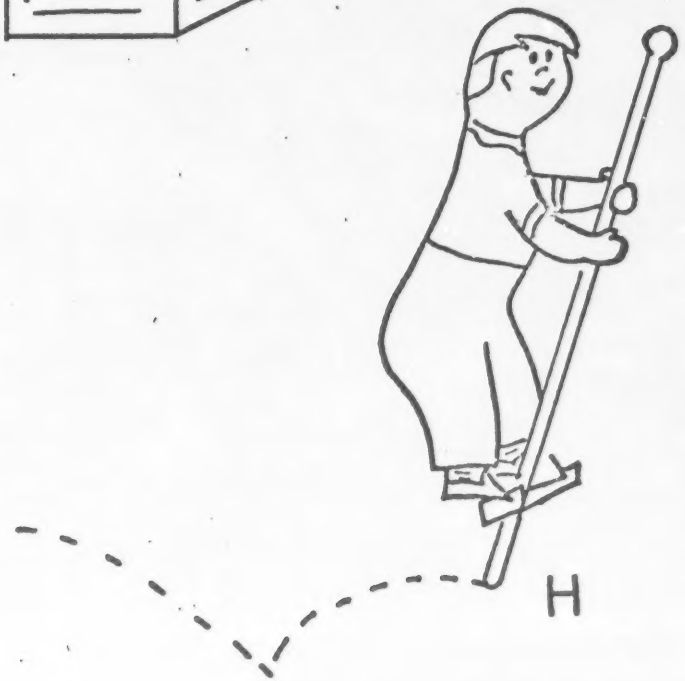

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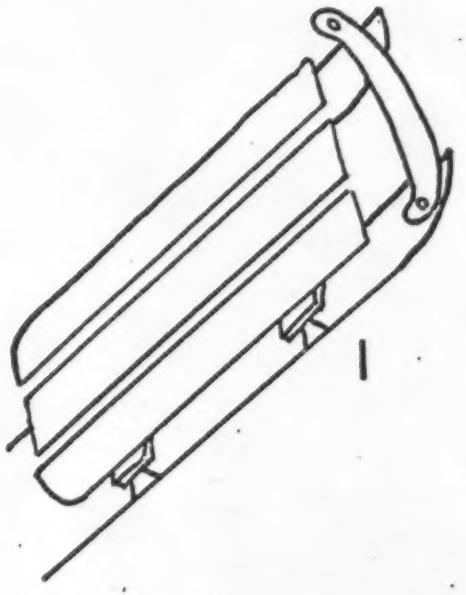


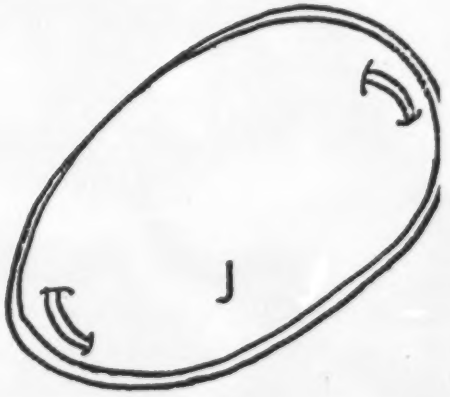




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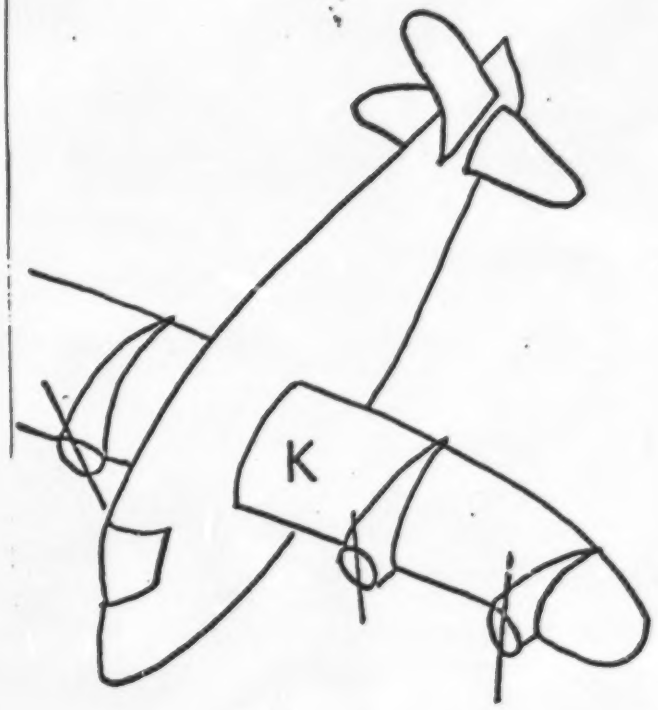


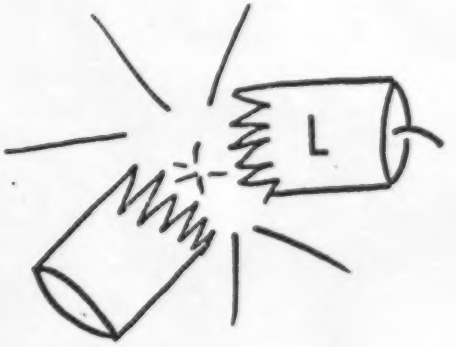


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